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ABSTRACT

The Satellite Academies Program (SAP) is considered to have the following central goals: (1) to improve basic academic skills, (2) to provide meaningful work experience, (3) to develop a job-related educational curriculum, (4) to involve the business community in education, (5) to increase student involvement in the educational process, and (6) to create social support mechanisms for students. SAP was conceived as a viable alternative to the New York City Board of Education's Cooperative Education Program, one that would provide a more comprehensive educational experience and that would satisfy the needs of disadvantaged urban students. It is the product of an agreement among three city organizations. Each of these three bureaucracies took on a section of the program for themselves. City Planning agreed to locate sites and to act as an administrative resource base for the program. Human Resources Administration agreed to supply counselors. The Board of Education agreed to supply teachers and act as a manager of operations. The areas of control were well defined for the members of the "troika," and this arrangement created a problem for the SAP Administration: the Administration had no real autonomy. Owing to tight restrictions on funds, the program had little room to maneuver. (Author/JM)

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SATELLITE ACADEMIES PROGRAM

INTERIM REPORT

Career Education Division
March 31, 1972

OD 014241

The Center for Urban Education
105 Madison Avenue, New York, N. Y. 10016

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INTERIM REPORT

Satellite Academies Program

March 31, 1972

INTRODUCTION

The original purpose of the Satellite Academies Program was formulated within New York City's Planning Commission. It was conceived as a viable alternative to the New York City Board of Education's Cooperative Education Program, one that would provide a more comprehensive educational experience and that would satisfy the needs of disadvantaged urban students.

Harvey Scribner, Chancellor of the New York City Public Schools, and Donald Elliot, Chairman of the New York City Planning Commission, created a policy forming committee, the Collaborative Committee on Career Education, in March 1971.

The Satellite Academics Program is now in its third phase of development. Phase I began with the formation of the Collaborative Committee in March 1971 and ended with the hiring of S. A. P. administration in August 1971.

The first phase revealed that the Collaborative Committee would be the primary influence in terms of the course S. A. P. was to follow. Although goals and objectives were outlined in rough form, most of the

effort was centered around inter-agency politics, with the Board assuming the role of controlling agent. The substantive questions that were discussed centered around the establishment of the Program, policy guide lines, general structure, funding, inter-agency cooperation, and business community relations.

Following the hiring of Mr. Strand and Mr. Humphrey, as Administrator and Deputy Administrator, the Collaborative Committee developed a broad outline of the Program, settled the problems of inter-agency cooperation at the highest levels only, obtained funds, searched out sites and hired the upper echelon of the SAP Administration.

Phase II was dominated by the activity of the Administrators and their efforts to get the Program started. In this phase, several jobs had to be handled simultaneously due to the approach of the Fall Semester. First, goals were more carefully defined and objectives enumerated and clarified. Objective formation was divided into Academic and Vo ional categories.

The Administrator and Deputy Administrator were directly involved because of their day-to-day decision-making functions and responsibilities. They acted as selectors of program sites, recruiters of employers and students, trainers of staff, developers of curriculum, and as evaluators of program progress.

The Deputy Director concerned himself with the recruitment of jobs and employers. The Administrator concerned himself with the selection of program personnel. Once the staff was hired, student personnel were recruited. During this phase, site-selection was an unsolved, continually fluctuating problem.

Phase III began on December 20, 1971, with the beginning of classroom activity. This was the operational phase. Its dominant characteristic was the involvement of the staff in the ongoing activities of the program, including vestibule training, staff training, job training, staff planning, curriculum development, and site selection. Most of these activities were pursued simultaneously.

The relationship between these three phases indicate that responsibility fell progressively from one administrative level to another. The responsibility for choosing time frames for achieving goals fell first upon the Administration. The SAP Administrator and Deputy Administrator established interlocking time frames owing to operational necessity. Events and delays then modified time frames as SAP evolved as an organizational entity. As various constraints, which are detailed below, impinged on the Program, schedules were reworked to conform to the new reality.

Problems

The Satellite Academies Program has a serious structural problem.

It is the product of an agreement among three city organizations. Each of these three bureaucracies took on a section of the program for themselves. City Planning agreed to locate sites and to act as an administrative resource base for the Program. HRA agreed to supply counselors. The Board of Education agreed to supply teachers and act as a manager of operations.

The areas of control were well defined for the members of the "troika," and this arrangement created a problem for the Satellite Academies Program Administration: the Administration had no real autonomy.

For example, the Board of Education not only controlled the amount of money available to the Program, but controlled the areas in which funds were spent. It dictated how much money would be spent for salaries, established salary schedules and how much was to be spent on rents, supplies, maintenance, etc. Owing in part to these tight restrictions on funds, the program had little room to maneuver. For example, there was not enough money to employ the necessary staff at the level required, although there was too much money for supplies.

It has been discouraging to the Administration to have funds, and yet not be able to spend them in ways that might improve the Program.

The structural problem involved here - the lack of autonomy - resulted from a phrase, "in cooperation with the Collaborative Committee," which sums up the entire problem of Program implementation.

For instance, each teacher had to be certified through the Board of Education's channels, since SAP is a Board program, with the result that teacher certification became a slow and involved process.

Other problems resulted from the fact that teachers and students were to be recruited through the Board's channels. Some principals were reluctant to permit transfer of their personnel, and others were prepared to facilitate the recruitment only of "problem" students.

Recruitment of community specialists followed a similar course. HRA provided personnel lines for two Coordinators, nine case aides, and five counselors, but was unable to release qualified personnel for counselor positions. The Administration has only recently begun to hire outside of HRA. Consequently, the guidance services provided have been minimal until now. A fully functioning guidance program can not be expected until next year.

The acquisition and opening of Nassau Street Academy's site indicates the problems involved in site selection. According to the Administrator, SAP entered into an agreement with the landlord which required the landlord to renovate the site, with the cost of renovation added to the monthly rent. The Office of School Planning inspected and recommended the site as required. Then, the Board drew up a resolution recommending the acquisition.

The resolution was delivered to the Department of Real Estate which officially negotiates the price with the landlord, in spite of the fact that the original terms were accepted. Upon accepting the terms, the Department of Real Estate presented a resolution to the Board of Estimate for its approval. The Board of Estimate, in turn, presented the resolution to the Board of Education. For the second time, the Board of Education approved the resolution and sent it to the Office of Counsel for the Board. This move alone took two months.

In the interim, the landlord had second thoughts about the presence of students in the building. He considered introducing two new clauses into the contract, a clause on student dress codes and a stipulation against loitering or congregating in the halls and lobbies. However, a tour of the New York Plaza site convinced him that this was unnecessary. Nassau Academy opened on January 31, 1972, not on November 22, 1971.

The recruitment of employers was complicated by the fact that no employer representation existed within the Collaborative Committee. Thus, although originally the Administrator was to select employer participants "with the Cooperation of the Collaborative Committee," it was the Deputy Administrator, Mr. Humphrey, who recruited the employers almost singlehandedly. As an influential Chase Manhattan Bank executive, he had high-level personal contacts which led to employer recruitment.

Program Strengths

One of the most impressive features of SAP, the evaluators noted, was the competence of the administrative personnel.

The Administration, under the pressure of time, hired staff, coordinated curriculum development, recruited students, acquired sites, etc. The Administration assumed the responsibility for implementation. If it had not been for their personal efforts, the Program would not have gotten off the ground.

The evaluation team was impressed also by the competence of the instructional staff. Student feedback indicated they felt a rapport with their teachers, many of whom worked additional hours developing curriculum materials.

The method of staff selection, the practice of each level hiring the immediate level below, seems to be a method which might reduce tension between levels. (However, the length of the time frame might complicate matters.) Since the Program deals with young people, the inclusion of students in the selection of Coordinators seems advisable since it appears to develop student staff rapport.

The relationship between the staff and the students is another Program strength. Students feel they are shown respect, not talked down to, and are treated as adults. Many of the staff state that students presented no serious discipline problems. The students likewise perceive their teachers to be warm, open and helpful.

Some Developing Problems

Although the proposal for the 1971-1972 Program does not include

any plans for expansion, the Satellite Academies Program will have to consider expansion soon. One of the laws governing newly established organizations seems to be "expand or expire." If SAP does not expand, it may be written off by its funders as a dead end. Thus it would seem that SAP must consider the problem of expansion: how much and into what new areas?

Coordination of efforts between the various academies appears as yet unrealized. Are relationships between the academies going to be formalized in any way? If so, to what purpose? At present it appears that SAP is operating three separate programs.

Our study has raised questions about the Lincoln Academy. What is the plan for the functioning of the Lincoln Academy during the 1972 - '73 year? What will be its offerings? How will it relate to Lincoln Hospital?

An important aspect of the Program appears underdeveloped. This is the role of parents and family in SAP. As students become involved in the Program, parents' awareness of the Program increases, and their concerns become more important. How are these concerns going to be reflected in the Program?

What kinds of mechanisms are being developed to include parental involvement?

At present, the three agencies involved in SAP have reached an uneasy truce. The Board of Education dominates the involvement. It is our sense that the Human Resources Administration and the City Planning Commission have minimal involvement in the Program at present. There is some question about their future involvement. Since the Board of Education is the dominant force, the question arises of the take-over of the whole Program. Will HRA and CPC withdraw their support from the Program? We feel that these are real possibilities, given the nature of the inputs and returns to these supporting agencies.

In sum, the major problems of SAP have been directly or indirectly the result of the deficiencies created by the administrative realities of the Collaborative Committee. There is no unified leadership. The three supporting agencies are operating in tandem, rather than in any unified way. Each one has its sphere of influence, which seems functional for each agency, but highly dysfunctional for the Satellite Academies Program. Perhaps because agreements were worked out among the agencies before the Program was implemented, implications for the Satellite Academies Program were not fully projected.

I. PROGRAM MANAGEMENT

1. What Were The Central S. A. P. Goals?

Analysis of the "Cooperation Agreement" (Appendix A-4) suggests the following as central S. A. P. goals:

(a) to improve basic academic skills,

(b) to provide meaningful work experience,

(c) to develop a job-related educational curriculum,

(d) to involve the business community in education,

(e) to increase student involvement in the educational process, and

(f) to create social support mechanisms for students.

2. Why Were These Goals Chosen?

By developing new economic, social, and ideological support for the educational process, the Collaborative Committee, in establishing these goals for S. A. P. hoped to satisfy several basic educational needs of society, business and students. These needs include:

(a) the need for alternative high school programs which encourage students to express their interests and concerns in the vast educational resources of the city,

(b) the need for high school units of a small scale which allow personalized and individualized instruction and services to students.

(c) the need to coordinate existing city social services so as to maximize their support for the families of students struggling to remain in school,

(d) the need for compensated work experience and related study to provide incentives for students to remain in school and to graduate from high school,

(e) the need to train high school students in vocational skills for which there will be a continuing demand by New York City employers,

(f) the need to coordinate the specific expectations of employers and the school curriculum, and

(g) the need for an academic curriculum which prepares students for educational and career opportunities beyond entry level jobs.

The elaboration of these needs as reasons for goal selection reflects the Collaborative Committee on Career Education's conclusion of a need for secondary format change. However, economic considerations seem to enter at this point as well, e.g., "a cross-section of students will be selected from those geographical areas which have high concentrations of persons who are past, present, and potential recipients of public assistance within the guidelines of, and regulations issued pursuant to Title IV-A of the Social Security Act."

(Appendix A-4).

3. What Are S. A. P. Objectives?

S. A. P. objectives, as revealed by interviews with Administrators and analyses of policy documents, appear to be as follows: (Appendix A-2).

(a) to provide a high school diploma,

(b) to provide job placement services,

(c) to provide college placement services,

(d) to provide students with entry level jobs in the fields of business-clerical and health careers,

(e) to provide liaison for families,

(f) to provide opportunities for promotion on the job,

(g) to provide counseling services for students,

(h) to provide employers with valuable skilled labor,

(i) to develop student accountability for job performance,

(j) to develop "supportive" supervision in line supervisors,

(k) to develop student decision-making,

(l) to develop cultural pluralism,

(m) to develop peer group support,

(n) to develop S. A. P. accountability to the students,

(o) to develop S. A. P. organizational structure,

(p) to train students in job skills,

(q) to recruit staff,

(r) to train staff,

(s) to recruit a cross-section, representative sample of students,

(t) to achieve a ninth grade proficiency in basic reading, mathematics, and English skills,

(u) to pay students while they learn their vocational skills,

(v) to acquire permanent sites for academies, and

(w) to develop student self-expression.

4. Why Were These Objectives Chosen?

The Collaborative Committee (Appendix A-1) made basic decisions involving priorities, which influenced the final definition of objectives, in the spring of 1971. Seven of these decisions involved:

(a) the establishment of a funding process in which each member of the "troika" maintains its financial identity,

(b) the establishment of a personnel source for recruiting academic staff from existing personnel sources within each agency,

(c) the establishment of existing administrative school channels as the primary vehicle for recruiting students on a volunteer basis,

(d) the establishment of organizational guidelines for S. A. P.,

(e) the establishment of the personnel source for the position of S. A. P. Administrator, determining the criteria for selection, and selection of the Administrator and Deputy Administrator, and

(f) the establishment of initial liaison with the business community for assessing employer interest in the Program.

Since the Administrator and the Deputy Administrator performed day-to-day academic and vocational decision-making functions, they became effective forces for further development of objectives, as illustrated by the division of objectives into academic and vocational categories in the Preliminary Report. (Appendix A-2).

The Administrator and Deputy Administrator were particularly suited to the formulation of basic objectives because of their responsibilities as selectors of Program staff and sites, recruiters of employers and students, trainers of staff, developers of curriculum, and as evaluators of student progress. They initiated clarification, enumeration and modification of objectives during the summer of 1971.

The Administrator, Deputy Administrator and the Academy Coordinators now develop general policy guidelines as the Administrative Policy Committee, which meets weekly and reports to the Collaborative Committee.

The selection of Academy Coordinators, the arrival of S.A.P. personnel, the involvement of the business community, and the arrival of the students were also factors in shaping and reshaping the Program's objectives.

5. What Was The Time Frame Of S.A.P. Objectives?

A "Calendar of Events" (Appendix B-1) was developed, but this Calendar and the actual phasing of events bear little relation to each other. The varied reasons for these discrepancies are discussed in the sections of this report related to the different categories of events involved in schedule discrepancy.

6. What Program Tasks Were Identified To Achieve S.A.P. Objectives?

Staff orientation was instituted September 27 - November 5, 1971 at New York Plaza Academy's site to develop the vestibule curriculum, conduct teacher-training, recruit students, and to ascertain the needs of prospective employers.

Coordinators and company personnel conducted workshops in task description and task analysis for the vestibule curriculum in order to ascertain employers' needs. S.A.P. community specialists communicated with high schools, community centers and parents' organizations to recruit students. The goals and objectives of S.A.P. were explained and information on how to apply was disseminated.

Coordinators were in charge of teacher-training. They explained the purpose of the Program to staff members.

The development of academic and elective curricula was to be developed by staff during the year; however, syllabi were developed.

7. What Was The Planned Completion Schedule For S. A. P. ?

The Collaborative Committee required S. A. P. to be fully operational by September 1971.

8. What Has Been The Actual Schedule Of Task Completion?

Site acquisition is not completed. New York Plaza Academy and Nassau Street Academy sites were located in July. New York Plaza site was acquired October 4, 1971 and the Nassau Street site was opened January 31, 1971. A temporary Lincoln Hospital Academy site was opened November 8, 1971. Nassau Academy students attended New York Plaza Academy since its opening on November 8, 1971 until February 14, 1972 when the Nassau Academy site was opened.

Management personnel selection was completed in August 1971. Staff recruitment continues. Staff-training began a month late and lasted from September 27 - November 5, 1971.

School-employer liaison was established in September 1971. Formalization of communication channels and recruitment of jobs still going on. Although Lincoln Hospital Academy ward clerks did not begin working until February 14, 1971, job training in other academies started on November 22, 1971.

The vestibule curriculum was developed with employers' assistance October 4 - November 5, 1971, and initiated on November 8, 1971.

Academic and elective curricula began December 20, 1971. The elective curricula is still being developed.

Student recruitment was completed February 4, 1972, and vestibule training IV, the final one, ended on February 11, 1972.

Pupil personnel services have been implemented in terms of welfare services; however, aside from "rap sessions" and teacher-student informal contacts, the guidance program is not fully implemented. Regular liaison, according to the Administrator, has been established in this connection among job supervisors, counselors and Academy Coordinators.

9. What Were Management Personnel Requirements?

As established in the Cooperation Agreement, management personnel consisted of two administrative levels, the Admin-

istrator and Academy Coordinators.

10. What Were The Criteria For Management Personnel Selection?

As established by the Collaborative Committee, the position of Administrator required experience in urban education and job training programs.

Criteria for the Position of Academy Coordinator were:

(a) Masters Degree and two years of teaching experience, or,

(b) B.A. and three years experience in teaching, job training, manpower development, or guidance and social work.

In addition, the S.A.P. Administrator expressed a desire to obtain personnel capable of relating to urban students, and competent to deal with the various institutions involved in the Program.

11. How Were Management Personnel Selected?

The first step taken in selecting a Program Administrator was the drawing up of a list of potential candidates by the members of the Collaborative Committee. They sought a person with experience in both urban education and job training in the business community.

Ten candidates were selected from this list. Each was interviewed by an ad hoc committee made up of representatives of the Human Resources Administration, the City Planning Commission (Education and Economic Development Sections), and the Board of Education (High School, Cooperative Education, and Chancellor's Offices). None of the candidates interviewed were considered qualified. Consequently, the interviewing committee decided to seek S. A. P. Administrator candidates who had a background in urban education, and, for Deputy Administrator, candidates who had experience in job training in the business community. Working on this basis, they selected four finalists for the first post, three of whom were minority-group members.

A second round of interviews was scheduled for these finalists. Jule Sugarman of the Human Resources Administration, Donald Elliot, Chairman of the City Planning Commission, and Mr. Levinson, a top aide to the Chancellor of the New York City public schools headed this second interviewing committee.

John Strand was selected as Administrator and accepted the job offer. Though the nomination of one finalist for the post of Deputy Administrator was approved, he declined to accept the position. Another candidate, Arthur Humphrey, Jr. was recruited, although he was not among the original candidates.

The criteria and the selection process resulted in a delay of one month. The Deputy Administrator had been involved in the Program as a representative of the Chase Manhattan Bank. The development of the position of Deputy Administrator, and the selection of Mr. Humphrey to fill the position was significant, in establishing high-level school-employer liaison. Companies readily commit jobs to one of their own kind who is familiar with their needs.

The Academy Coordinators were selected by the Administrator and Deputy Administrator. A total of 20 candidates were interviewed by the Administrator. From the 20, the Administrator chose six finalists on the basis of their experience, competence, and their academic background in education. These six finalists were then interviewed by the Deputy Administrator in terms of their acceptability to the business community. Finally, a panel of five high school students was formed, who interviewed the six finalists and chose three to become Coordinators.

12. What Procedures Were Planned For Evaluation Of Management Personnel?

The Cooperation Agreement established the Collaborative Committee as responsible for development of "standards for evaluation and, in

consultation with the Administrator, selection of evaluation personnel." (Appendix A-4). No formal procedures have been developed by the Committee. However, the Administrators must file an annual report to the Committee; and Academy Coordinators must submit an annual report to S. A. P. Administration.

13. What Is The Plan To Expand S. A. P. Program In The Future?

According to the Cooperation Agreement, the Administrator is responsible for the "expansion of the Program and the seeking of outside funding"; and the Collaborative Committee is responsible for the "development of criteria for expansion of the Program and for seeking outside financial assistance" (Appendix A-4).

The Deputy Administrator feels the Program should add a new academy. The budget for this year did not include expansion; however, the 1972 - 73 budget, according to the Administrator, provides for expansion.

14. How Were The S. A. P. School-Employer Relations Established?

The Cooperation Agreement projected the development of criteria for employer selection by the Collaborative Committee; the selection of participants by the Administrator with the cooperation of the Committee and the contracting by the Board of Education for job training with the employers.

The Collaborative Committee established initial contact with the business community through the New York City Labor and Economic Council. According to the Deputy Administrator the council is an organization of powerful businessmen. Although the Council has been active as a resource in urban programs, this initial contact was not successful. Only two employers expressed interest and approximately fifteen jobs were obtained from these sources. This reflects a poor understanding of the business community among the S. A. P. planners, and it is significant that the business community has no high level representation within the Collaborative Committee.

The Deputy Administrator confirms this analysis. For example, the original proposal stated that S. A. P. would provide the line supervisor and a crew of students under his supervision, although in his opinion no employer would accept that arrangement. It would be an infringement on business authority.

Other efforts by the "troika" and the Collaborative Committee to establish liaison were observed. For example, discussions of job recruitment in the construction field were held. However, the City Planning Commission objected since opportunities for employment in that field were limited. The Committee discovered that only entry-level construction jobs were obtainable. However, the Administrator doubts this.

According to the Deputy Administrator, funds are available from the U.S. Labor Department for entry level jobs. The Deputy Administrator sought to avoid competition with co-operative education programs, although the difficulties were increased by the generally tight labor market and the fact that some S.A.P. companies were already involved in co-op programs.

Thus, although the initial plan called for the Administrator to select employer participants with the cooperation of the Committee, in actuality it was the Deputy Administrator, Mr. Humphrey, an influential Chase Manhattan Bank executive, who recruited employers. As Assistant Treasurer of the Training Division at Chase Manhattan, he had ready access to corporation executives in the New York area.

It was through Mr. Humphrey's intervention that Chase Manhattan agreed to participate in S.A.P. The Deputy Administrator noted that the idea of an alternative school system in education was appealing to the companies. He emphasized to the employers their need to involve themselves in curriculum development.

The size of the school also interested the employers because they felt they could cope with a satellite school, rather than the massive co-op system in the city. The vestibule curriculum interested them, because of the prospect of the student have a knowledge of the job before beginning it. This served to create an understanding among the employers that they were getting qualified people immediately.

With the assistance of the Academy Coordinators, the Deputy Administrator gained the cooperation of thirteen large-scale corporations (Appendix B-2). Together these corporations pledged 184 positions for 368 students (Two students alternate weekly in each position). Most of the jobs were obtained as a result of personal communication with personnel directors of the large companies. According to Mr. Humphrey, this assured employer commitment in that the personnel director is empowered to direct the line supervisors to fill job openings with students.

15. How Have School-Employer Relations Been Maintained?

Relationships between the school and the employers are primarily maintained through telephone communications with the Deputy Director; and day-to-day contacts through Academy Coordinators now exist according to the Administrator. In the light of interviews with the Deputy Administrator and S. A. P. Administration, it appears

that the Collaborative Committee failed to anticipate the needs and demands of the employers. Again, the failure to include employers in the Committee is significant.

At the same time, it appears that the employers have had an increasingly important role in the Program, while the Collaborative Committee has become less active, since it is employers who determine hiring, retention, and promotion of students on the job. Since a student cannot remain in the Satellite Academies Program without holding a job, the employers effectively have veto power over who stays in the Program, once they are recruited by the staff. On some occasions, according to the Administrator, students were placed in a second job if S. A. P. felt the first firm was unfair in firing a student. In addition, the employers have participated in the vestibule training, explaining their demands of employees to both students and staff. They have also contributed materials, equipment and office space for the Program and administrative staff.

The role of the employer in the Satellite Academies Program was not clearly articulated in S. A. P. plans. Though the Committee was concerned with employer involvement, the nature of that involvement was never specified in advance. Thus, when students

were selected by S.A.P. but rejected by employers for positions in their company, the veto role of the employer emerged. As this problem was confronted, the administrative staff recognized the need to collaborate with employers on criteria for student selection, and that these criteria be communicated to all persons involved in the Program.

16. What Were The Criteria For Selecting Employers For S.A.P.?

In accordance with the Cooperation Agreement, the Committee was responsible for developing the criteria for selecting employers, and S.A.P. Administration was to implement the process. In practice, the Deputy Administrator and the Collaborative Committee established that the participating companies must:

(a) be large in size,

(b) be located near the academies,

(c) be experienced with training or manpower programs,

(d) have a commitment to S.A.P. objectives,

(e) show willingness to participate over a long period of time, and

(f) have available job openings.

17. What Legal Requirements For Employer Selection Were Identified?

According to the Ct greement, the Board of Education has final responsibility for entering into contracts with employers for job training. There are two apparent limitations in the type of work a student may perform. First, the students may not be involved in hazardous work. Second, students may not work in positions normally held by union members.

18. What Are S. A. P. Requirements For School-Employer Liaison?

No specific requirements have become apparent from our investigation. Although a generalized need for employer feedback is recognized, S. A. P. focused on the relationship between personnel directors and the Deputy Administrator. The communication channel between the academies and the line supervisors exists here in terms of the student; however, it is uncertain how motivated the students are to perform this function.

19. What Are The Current Problems In The Future Of School-Employer Liaison?

Several problems have arisen in the articulation between the Program and employer. First, the student intake system devised by S. A. P. did not conform with the criteria the employers desired. The first group of students recruited did not meet

employer standards for employees, and when they applied for positions with the companies, 60 percent were rejected. This problem was rectified by revising the intake system. In the new procedure, students were tested for academic skills by S. A. P. staff prior to the employer interview. Moreover, a small number of employers agreed to lower the reading requirements for the positions students were to fill. Employers agreed to place greater emphasis on factors such as personal appearance, presentation of self, and job-related skills. The acceptance rate has doubled to approximately 80 percent as a consequence, according to the Administrator.

Second, according to the Deputy Administrator, a problem exists in employer supervision of students. In general, training workers on the job is a difficult task for the line supervisor. However, the line supervisor feels doubly constrained to assist the S. A. P. student more than any other worker in view of the possible charge of favoritism. It appears that the line supervisors are not fully acquainted with S. A. P. goals. Also, the line supervisor was not included in the decision-making process. The Administrator states that this is a company liability, owing to their bureaucratic nature.

20. <u>What Are The Foreseen Constraints In The Future Of School-Employer Relations?</u>

Based upon interviews of a sample of students, it appears that some students have become disenchanted with their jobs. When questioned about their jobs, a majority of the students expressed dissatisfaction with the amount of responsibility they were given, and the prospects for promotion appeared to be too remote to the students' perception. With the passage of time, we may expect this disaffection to increase, if greater job responsibility is not provided the student.

21. How Might Problems In School-Employer Relations Be Avoided?

In order to avoid problems, we feel:

(a) S. A. P. staff should familiarize itself with the needs, demands, procedures, and prerogatives of the employers before recruiting students. This has already begun.

(b) S. A. P. staff should learn the needs, both individually and collectively, of students.

(c) Formal communication channels should be established between program personnel and company personnel on all levels, but especially between those who deal with the students on a day-to-day basis. This has begun according to the Administration.

(d) S. A. P. staff should more adequately familiarize the student with the company with which he will be employed.

22. What Were The Criteria For Selecting S. A. P. Sites?

Criteria for selection of sites was the responsibility of the Collaborative Committee. The Administrator was given responsibility for the actual selection of sites, with the co-operation of the Committee. The City Planning Commission was to provide administrative support, staff and records; the Board of Education was to lease the sites. (Appendix A-4).

The Collaborative Committee determined that S. A. P. sites were to be separate from school buildings. Moreover, sites must meet city health standards and classroom instructional space requirements, as well as being reasonably near the S. A. P. employers.

23. How Many Alternative Sites Were Considered?

Time constraints precluded consideration of alternative sites, except in the case of the Lincoln Hospital Academy which has had two temporary sites. The Board of Education refused to permit renovation of the first proposed site in view of the high costs.

24. What Are The Characteristics Of The Current S. A. P. Sites?

The New York Plaza Academy is located in the lower Manhattan financial district. While most of the students are employed in the immediate area, all of the students are employed south of 14th Street. The site consists of five rooms, and includes three

classrooms, a lounge and an office.

The Lincoln Hospital Academy was first located at the South Bronx Manpower Regional Center. A second temporary site was opened February 22, 1971, located a mile from the Hospital. The site for the Nassau Street Academy is located in lower Manhattan. Facilities include four classrooms, a student lounge and three offices.

25. What Current Requirements For Site Selection Were Identified?

The Cooperation Agreement and the Collaborative Committee, in developing the criteria for site selections, required the Program to open in September, 1971, with sites located in the geographical proximity to the students' jobs.

The New York Plaza site was selected in July, and became operational on November 8, 1971. The Deputy Administrator, because of his position with the Chase Manhattan Bank, was influential in obtaining the site.

Nassau Street Academy's site was also located in July. However, the acquisition and opening of Nassau Street Academy's site is illustrative of the problems involved in site selection. According to the Administrator, S.A.P. entered into an agreement with the landlord which required the landlord to renovate the site, with the cost of renovation added to the monthly rent.

The Office of School Planning of the Board of Education inspected and recommended the site as required by procedure. Then, the Board

of Education prepared a resolution recommending the acquisition. The resolution was delivered to the Department of Real Estate which "officially" negotiated the price with the landlord, in spite of the fact that the original terms were accepted. Upon accepting the terms, the Department of Real Estate delivered a resolution for the Board of Estimate for its approval. The Board of Estimate delivered the resolution to the Board of Education. For the second time, the Board of Education approved the resolution and sent it to the Office of Counsel for the Board, which delayed approval for two months.

During this time, the landlord expressed reservations about having students in the building. He considered introducing two new clauses in the contract, on student dress codes and a stipulation against loitering or congregating in th 's and lobbies. Fortunately, a tour of the New York Plaza site c him that this was unnecessary, and further delays were avoided.

Nassau Street cademy opened January 31, 1972, two months behind schedule. During this time, Nassau Street Academy students operated out of New York Plaza Academy.

The problem of academy site selection appears to be the single most important factor hindering scheduled completion of objectives. It is safe to say that the search for adequate sites should be begun during program planning. Moreover, since bureaucratic red tape introduces time lags in the acquisition of sites, procedures should be streamlined to avoid complications.

II. INSTRUCTIONAL PERSONNEL

1. What Number Of Instructional Staff Was Deemed Necessary For The Implementation Of S.A.P., i.e., Academic, Skill Training, Etc.?

The Administrator, in conjunction with the Collaborative Committee, projected that each academy would have four teachers, one each for Math, English-Reading, Electives and Occupational Skills. In addition, each Academy was to have two educational aides; however, the number of proposed aids has changed to one per academy.

2. What Were The Conceptualized Characteristics Of The Instructional Staff?

The conceptualized characteristics of the instructional staff looked for in the selection of staff by the Administrator were:

(a) innovative experience in the development of curriculum and teaching methods,

(b) experience with urban or inner-city schools,

(c) background in academic subjects or occupational skills,

(d) willingness to work with inner city students, and

(e) an ethnic, bilingual mixture in the staff.

Certification was not a requirement for employment on the staff.

3. What Were The Actual Characteristics Of The Selected Staff?

According to the Administrator, all of these criteria were

met, with the exception of innovativeness. Except for three or four of the staff, the personnel are not innovative and do not seem to have any strong commitment to an innovative program. An ethnic mixture was achieved in part; three Academy Coordinators, five teachers and two educational aides are of minority background.

4. What Were The Conceptualized Characteristics Of Auxilliary Instructional Personnel?

The Administrator first sought personnel who had actual classroom experience as an educational aide, and then minority representation was looked for.

5. What Were The Actual Characteristics Of Selected Auxiliary Instructional Personnel?

The actual characteristics of selected auxiliary instructional personnel were in accordance with the conceptualized characteristics, according to the Administrator. All auxiliary personnel are of minority background.

6. What Was The Rationale For The Different Instructional Staff Selection Standards?

There are four reasons for the different instructional staff selection standards according to the Administrator.

(a) The Board of Education required certification of the teaching staff.

(b) Previous experience and expertise in the area of competence

were desired because the teaching staff would be involved in curricula development.

(c) Since the Program was oriented around the student in selecting his curriculum in a student-oriented classroom, teachers were selected who would be willing to work in close relationship with the students.

(d) Ethnic considerations were important because the Program was oriented around inner-city students who have minority backgrounds. Identification was a factor here.

7. What Was The Talent Pool From Which Instructional Personnel Were To Be Drawn?

Based upon our analysis of staff interviews, instructional personnel came from diversified sources, in spite of the fact that the Cooperation Agreement and the Collaborative Committee established the Board and the Human Resources Administration as recruitment sources.

According to the Administrator, however, the talent pool of teachers was composed primarily of teachers who were without jobs, because the New York City School System had released some 5,000.

8. What Methods Of Instructional Staff Recruitment Were Employed?

Based upon an interview with the Administrator, an investigator concluded that four methods of instructional staff recruitment were

employed. These were:

(a) formal contacts made by the Administrators and Academy Coordinators with the cooperation of the Board and H.R.A.,

(b) informal personal contacts,

(c) contact with private and public personnel agencies by S.A.P. Administrators, and

(d) advertisements placed in the newspapers.

9. What Was The Number Of Applicants Responding To Recruitment Efforts?

The S.A.P. Administrator stated he received approximately 150 resumes.

10. What Was The Mechanism For Staff Selection?

S.A.P. Administration, according to the Administrator, was to screen the applications, reducing the number of candidates from 150 to 60. Academy Coordinators were responsible for final selection and interviewing.

11. How Did Actual Instructional Staff Selection Deviate From Plan?

According to our investigations, the largest factor contributing to deviance in the process of staff selection was structural in nature. The Administrator was to implement staff selection "with the cooperation of the Collaborative Committee" using the resources of the Board.

Data gathered from staff interviews indicates that the

actual staff staff selected were not from School Board channels; only 5 of 14 teachers in the Program came from regular high schools. Three teachers hired learned of the Program through The New York Times. The remainder of the teachers learned of S.A.P. through manpower agencies, the Puerto Rican Forum, Chase Manhattan Bank, a missionary center in Puerto Rico, a private program, a Community College, and a teacher agency.

According to the Administrator, each regular high school teacher must receive permission from his principal to transfer from his school to S.A.P. Many principals were hesitant to grant permission once their staff had already been settled for the school year.

In sum, according to the Administrator

(a) Recruitment would have been easier if the talent pool was larger. Selecting teachers in the summer and fall leads to a small talent pool and is insufficient lead time.

(b) Requiring S.A.P. to use the Board as a source requires a longer lead time.

(c) S.A.P. autonomy would facilitate the entire process.

12. What Organizational Structures Were Planned To Accomplish Instructional Staff Training?

According to a member of the investigating team and the S.A.P.

Administrator's calendar, staff training was initially scheduled September 27, 1971 to October 15, 1971.

13. How Did Instructional Staff Training Deviate From Plan ?

Staff training was to originally take place for three weeks, but was extended to six weeks. However, several activities were being conducted simultaneously at the same time, under the guise of staff orientation. These included recruitment of students, assessment of employer needs, and vestibule curriculum development.

Thus, according to observations, the staff was involved in many activities not directly related to staff training. This is supported by data from our staff interviews. Four teachers who felt they had staff training also felt it served orientation purposes only.

14. How Might Training Problems Be Avoided?

Staff training should be separated from other important activities and adequate time should be provided for the activity.

15. What Is The Record Of Retention Of Instructional Personnel?

One educational aide has recently quit. Otherwise, the rate of retention is 100% according to the Administrator.

16. What Procedures Were Planned For Evaluation Of Instructional Staff Performance?

According to the Cooperation Agreement, the Collaborative Committee is responsible for development of standards for evaluation, while the Administrator is to make recommendations to the Committee regarding the selection of evaluation personnel.

17. What Has Been The Performance Record Of Instructional Personnel?

The Administrator states that, with the exception of one or two teachers who are having problems relating to students, the staff is enthusiastic and competent. Student's attitudinal responses were positive toward their teachers in our interviews.

18. What Legal Constraints Were Identified As Bearing On The Employment Of Instructional Personnel?

Legal constraints, in our opinion, may be classified into three areas: licensing, budgetary, and transfers. According to the Cooperation Agreement, the Board is responsible. All teachers required licenses as New York City requires certification. Permission from principles for teachers to transfer from their schools was required.

III. PUPIL PERSONNEL SERVICES

1. What Guidance/Counseling Services Were Planned?

An analysis of the various S. A. P. documents indicated the following services were planned:

(a) individual personal counseling,

(b) group counseling through "rap sessions," and

(c) student welfare services dealing with family economic and social problems.

2. Why Were The Planned Guidance/Counseling Services Selected?

According to the list of S.A. P. objectives prepared by the Administrator, guidance and counseling services were provided to help the student orient himself to his new environment, to increase self-awareness, and to help him understand his relationship to his home community. Moreover, the guidance program was intended to help him improve his achievement on the job and in academic pursuits. Counseling for entry into higher education was also projected. (See Appendix A-2)

3. What Guidance/Counseling Services Have Actually Been Provided?

Presently, S. A. P. has only one counselor who is responsible for 45 students. An interview with the counselor revealed that his program consists of five groups with nine students in each. Each group has a two hour bi-weekly session. Each student sees him 20 minutes every other week.

The guidance program suffers from the lack of counselors. In fact, with the exception of the Nassau Academy, there is virtually no guidance program. According to the students we interviewed, the operation of the guidance program has been met with mixed reaction. Of the nine students interviewed in the Nassau Academy, one stated that he liked the guidance program, two said it was "okay," two were unaware of a guidance program, and four were aware of it but stated they did not use it. (See Appendix D for student interview guide.)

Since there is no guidance staff, the case aides have taken on the functions of interviewing students, achievement testing, and arranging interviews with employers. They also assist in the "rap sessions". There is some indication from our interviews with teachers that they are taking on some of the guidance functions not provided by the guidance staff, such as personal counseling and advising students in their program choices.

4. How Have Guidance Counseling Services Been Evaluated?

No significant evaluation has taken place, since the program is not fully operational. However, the counselor and case aides have received written evaluations of their work.

5. What Has Been The Results Of The Evaluation Of Guidance/ Counseling Services?

No data is available on the results of the personnel evaluations, except that these were the basis for relieving two case aides from their duties (See Items 10 and 11 below).

6. What Were The Anticipated Personnel Requirements For The Guidance/Counseling Program?

According to the Cooperative Agreement (Appendix A-4), the original plan included nine community service specialists, called "case aides" and five counselors. The community service specialists were to maintain liaison between the community, the family and the Program. When family problems arose, the community service specialists would deal with various city agencies in an effort to help the family. The counselors and case aides were to be supplied by the Human Resources Administration. According to S. A. P. Administration, the counselors were to:

(a) display an interest in the goals and objectives of the Program as well as in urban schools,

(b) have pupil personnel and guidance credentials, and

(c) use creativity and initiative in establishing a S.A.P. guidance/counseling program.

The Administration desired two kinds of counselors. They sought community-oriented counselors and personal/psychologically-oriented counselors.

It is the opinion of the evaluation staff that the criteria for selection were vague. Since only one candidate was selected out of fourteen interviewed, it is possible that other criteria, unknown to the evaluation team, were used in the screening process. The Administration stated, however, that they were totally incompetent.

Judging from the comments of the Administration, certain subjective measures of competency were used to screen candidates. However, these measures were never made explicit. In addition, the criterion "C" listed above seems to lack operationality, as it does not relate to any sort of behavior that can be elicited in an interview or on a curriculum vita unless someone has had previous experience in establishing a new guidance program.

7. How Were Guidance/Counseling Personnel Recruited?

Since the Human Resources Administration contribution to the Program was to be the supply and renumeration of the counselors, the H.R.A. was used as a clearing-house for candidates for the positions. The prospective counselors were interviewed by the Coordinators in each academy to assess their suitability. Fourteen prospective counselors were interviewed, and only one was selected.

According to the Administrator of S.A.P. this was because the Human Resources Administration was not willing to release highly competent counselors from their own programs. Moreover, the counselors sent were often individuals of low competence who were chosen by the H.R.A. as a way of transferring them out of a department. Finally, the Administrator made a request for five personnel lines from H.R.A., so that individuals from outside of the H.R.A. could fill the positions, while H.R.A. would pay their salaries. In essence, the Administrator would hire someone from the outside who would become an employee of H.R.A.

The community service specialists were recruited from the Department of Social Services in the Human Resources Administration.

They, too, were interviewed and selected by the Academy Coordinator of the Program. The Human Resources Administration sent 25 prospective workers. From them, the full compliment of nine community specialists were selected.

8. How Were Guidance/Counseling Personnel Selected?

According to an unsigned memorandum from the Office of the Chancellor of the Board of Education, dated August 24, 1971, the community workers were to be recruited from case aids. Counselors, according to the Administration were to come from Y.S.A., Youth Services Administration. We do not know the qualifications for Youth Workers in the H.R.A. The only other qualification was that preference be given to "candidates with knowledge of schools and education." According to the administrator of the program, the case-aides (community workers) are "sharp people," thus indicating that subjective criteria were used to screen for the case aides.

9. How Were Guidance/Counseling Personnel Trained?

There was no formal training for either the counselors or the community service specialists. For those community service specialists present at the beginning of the Program, there was the orientation, which cannot be described as training.

10. How Were Guidance/Counseling Personnel Evaluated?

At the end of each term, a formal evaluation is made on performance. Since the counselors and community service workers are on the payroll of the Human Resources Administration, the Program has no legal right to hire

or fire. However, they can request to have the person transferred out of their program. At the end of the term, all personnel were evaluated by the Academy Coordinator who then made recommendations to the Administrator. When the Administrator concurred, action was taken. In such cases, the Administrator stated that he requested H.R.A. to transfer the workers out of the Satellite Academies Program.

11. What Problems Have Been Encountered In The Guidance/ Counseling Program?

The fact that H.R.A. controls the flow of personnel into the S.A.P. has created a situation in which the Administration of the program has no control over the talent pool from which they are selected. This resulted in delays in instittuting the guidance program, and time was wasted interviewing unqualified candidates. The counselors were to be hired at the same time as the rest of the staff -- in September. As of March 27, 1972, according to the Administrator, only three of the five positions have been filled.

Similar problems have arisen in the development of the guidance program as were encountered in site selection. (See Program Management, Items 21-22). The H.R.A. is a large bureaucracy in which procedures must be followed, and channels are quite slow. Thus, delays occur that were not considered in the plan.

In an interview with the Administrator, it was revealed that two of the nine case aides were transferred out of the program for poor job performance. Absenteeism, lateness, lack of productivity, and poor rapport with the students were the sources of dissatisfaction with the Program. These two positions have not been filled.

12. How Might Guidance/Counseling Problems Be Avoided?

The Administration of Satellite Academies Program must learn to deal effectively with the various bureaucracies. This takes experience and awareness. In the future, the Program should have autonomy over hiring, firing and salary determination of all guidance and counseling personnel. It would be far more satisfactory for the efficient functioning of the Program if cooperating agencies granted funds for the Program in line with the Program budget requests, and allowed the Program to spend the funds as they see fit. As it stands, S. A. P. is being loaned counselors and community service personnel. If there are salary problems which might affect morale, S. A. P. has no control of the problem.

13. What Pupil Personal Welfare Services Were Planned?

According to Administration sources and Program documents, the counselors were to diagnose problems and the community service specialists were to investigate and coordinate services available to the families. Other than these policy guidelines, no specific welfare services have been planned.

14. What Were The Anticipated Staff Requirements For Pupil Personal Welfare Service?

There was no anticipated staff requirements for pupil personal welfare service has not been acknowledged as a separate area within the guidance/ counseling program. When a pupil personal welfare problem arises, it is included as part of the responsibilities of the counselors and community specialist service.

15. What Were The Actual Staff Requirements For Pupil Personal Welfare Services?

In December 1971, the question as to the status of pupil personal welfare services was put to the coordinator-in-charge of student recruitment. One of our investigators inquired about the number and classification of pupils involved in personal welfare services. The coordinator gave the impression that he was not aware of such student needs. As a result, the Program has not dealt with personal problems in any systematic fashion.

16. What Has Been The Evaluation Of Personal Welfare Services ?

Since the few attempts at dealing with personal welfare have been ad hoc, no systematic evaluation has taken place.

17. What Provisions For Payment To Pupils Was Planned?

The students at New York Plaza and Nassau Academies were to receive their salaries on a bi-weekly basis. Their salaries would be paid by their employers. The students at Lincoln Academy are paid a monthly stipend. Since the Lincoln Hospital is part of a city agency, the students are paid through public channels. Lincoln Academy requests pay vouchers from the Board of Education to pay the students. The vouchers are then turned over to C. U. E., which reimburses the Board through a grant from the U. S. Office of Education.

18. What Is The Rationale For The Payment Of Pupils?

According to the S. A. P. Proposal, the stipends and salaries are used as an incentive to get students involved in the program. The administration also stated that remuneration helps to keep students in school by

providing an income source that alleviates family financial problems.

19. What Problems Have Been Encountered In Providing Payments To Pupils?

There were problems in communication between the employer and the students concerning the amount of salary they were to receive. Some students were expecting higher salaries than they were paid. Somehow, the students were led to believe that they would receive salaries commensurate with higher skill levels under the same job titles. Whether there was manipulation of classifications by the employer, or misunderstandings on the exact position the students were to occupy is not known to the evaluation staff. Many students were told that they would be receiving a higher wage than what they received, which caused a good deal of discontent. In our random sample of students, 24% stated that they had problems with their salary. Ten percent mentioned the lowering of salaries, and an additional ten percent mentioned that their salaries were too low to begin with.

The stipends at Lincoln Academy have been the cause of some difficulty. There are complications with young people who come from families which receive welfare, and with other students, who are mothers, whose children receive A. D. C. There is a legal problem of receiving both welfare and a stipend from the federal government. Since the students are part-time workers, there is no serious problem. The Administrator stated that the local welfare department has not intervened.

The second problem is that at Lincoln Academy the students were

employed the first four weeks of the Program for the first group, and the first three weeks for the second group. Since stipends were to be given out monthly and were to provide the amount for two weeks work, the Academy Coordinator drew stipends for double the number of students to pay for their work.

The same situation occurred at the other two academies; however, the employers paid the bill without difficulty. However, since the Center for Urban Education was not informed of the change in payment plans until they received the first month's pay vouchers, there was some consternation.

20. How Might Problems Due To Pupil Payment Be Avoided?

Before students begin employment, they should have in their possession confirmation of job title, job sub-title, gross salary, deductions and take-home salary.

IV. PUPIL PERSONNEL

1. What Were The Characteristics Of The Projected Population Of The S. A. P. Program?

The following characteristics have been abstracted from S. A. P. documents, including the Program Proposal, and interviews with the Administration:

(a) Students will be residents of the New York City Metropolitan area.

(b) The minimum age is 16 years; the maximum is 20 years.

(c) Students must meet the following health and personal character requirements as demanded by employers:

(1) have no association with drugs,

(2) have no police record more serious than a misdemeanor, and

(3) have no physical handicaps that will hinder their jobs.

(d) Students must not have more than two years of high school, or less than sixteen credits, to complete a diploma.

(e) The student population was to be representative of the city's ethnic background.

(f) Fifty percent of the students were to be recruited from co-op programs in high schools and the rest were to be volunteer students (regular high school or drop-outs).

(g) Students were to be drawn from the New York City high schools.

(h) Though there were no formal rules about minimum reading level, one of the Coordinators mentioned that students reading below a 6.5 grade level were "discouraged" from entering the Program; however, the Administrator states that this is due to employer constraints.

2. What Was The Rationale For The Selection Of Those Characteristics?

According the the Administration, the reasons for the above mentioned characteristics are as follows:

(a) The Program was to be limited to New York City since funds were to come through the Board of Education.

(b) The S. A. P. Administration wanted to avoid conflict with child labor laws of the state and city. Children between the ages of 14-16 need work permits to work during school hours.

(c) The S. A. P. Administration satisfied the demands of employers in terms of students having arrest records. A few instances occurred when an employer would not hire a student with a felony record because he could not be bonded. On the whole, S. A. P. employers are reluctant

to hire : th arrest records.

(d) The Pr structured for tenth, eleventh, and twelfth ; cause of the age requirement.

(e) Since th was using the high school system of New] as the source of student recruitment, the Adm felt that 50% would be recruited from the city' ogram, because they would adapt easily to Also, this represented an attempt to estab ficial relationship with the co-op program.

3. Did The Char Of The Actual Population Conform To Those Of The Projec pulation?

Some of the c cs of the actual student population conformed to those of th pupil population. They were:

(a) resid ity,

(b) the se lth requirements, and

(c) attend York City high schools.

The following cteristics did not conform to the projected characteristi

(a) The a lents depends upon the academy and the type o by the student. This is true of the Lincoln A which according to their statistics, has 15-yea nts. This was possible because the

program at Lincoln Hospital which, according to the Cordinator, is a work-study program, and does not involve the payment of salary by an employer. Students receive stipends from the Board of Education.

(b) The Program is not, in terms of ethnic groups, representative of the city school system. Approximately 75% of the students come from minority backgrounds (See Appendix B, Table 4). Also, many of the students are on welfare or are welfare recipients. Since Lincoln Academy is the only Academy to keep records on welfare recipients, exact numbers are not available for the entire Program.

4. What Consideration Influenced The Determination Of Pupil Population Size?

According to the Administrator, there were two main factors that determined pupil population size. The primary factor was the number of jobs available to the Program. Second, each academy was not to exceed a population of 150 students. Experiences with other programs indicated that 150 students is optimal.

5. Did The Actual Pupil Population Size Conform To The Projected Population Size?

No. As of January, 1972, there were 137 students enrolled in the Program. According to the Administrator, since then and before February 14, 1972, an additional 80 students were recruited. The Program

now has 250 students.

6. If Significant Variation Developed Between Projected And Actual Population Size, What Factors Influenced Deviation?

Although the Program had originally projected a student population of 400 students, students were allowed into the Program only if they were accepted by an employer. Otherwise, the student was terminated from S. A. P. as stated in the Program Proposal (Appendix A-2).

The Satellite Academies Program developed a three phase intake system for students, which was described to the evaluation staff by the case aides and the Coordinator in charge of it. The first phase was recruitment, which consisted of visits to high schools and speaking with students whom S. A. P. employees knew personally, visits to community centers, and advertisements in the local papers. In addition, a short announcement on one of the local news programs was used to advertise the Program.

The second phase concerned screening. The prospective student filled out an application (Appendix A-6) which was used as the basis for an interview. If the student was acceptable, he was asked his choice of jobs. A position was selected, and the job explained. An interview was arranged with the prospective employer, who interviewed and, in some cases, gave the students achievement tests. Finally, the employer informed the academy of the results.

Several inadequacies in the intake system led to many student rejections from the Program for the following reasons:

(a) association with drugs (the nature of drugs were unspecified.

(b) arrest records,

(c) low achievement test scores, and

(d) poor presence in the interview with the employer.

Since recruitment began shortly after school had started in September, many students were reluctant to move to a new program. Thus the supply pool of students was limited.

7. What Was The Projected Population Phase-In Schedule And The Rationale For Its Determination?

The phase-in schedule was planned to operate during the three week vestibule staff training. It consisted of two separate phases. The first phase lasted one week in which the staff developed the recruitment plan for an intake system to attract students into the Program. The second phase dealt with the actual recruitment of students which lasted for two weeks.

The only rationale given by the Administration for the planned phase-in schedule was the necessity to recruit students into the Program as soon as possible.

8. If The Projected Phase-In Schedule Varied Significantly From The Actual Schedule, What Factors Influenced Deviation?

The factors that influenced deviation from the projected phase-in schedule were:

(a) The planned three week vestibule staff-training was extended to six weeks, permitting three additional weeks for student recruitment.

(b) A new intake system had to be structured because the previous one did not obtain an overview of the student ability and academic achievement, resulting in a high rejection rate. Ninety students previously interviewed were recalled and tested to obtain a profile of student scholastic levels. The purpose in testing was to give the Satellite Academies Program staff an idea of students' academic achievements and to screen them for employers.

9. How Did The Attendance Norms Of S. A. P. Pupil Population Compare With Attendance Norms For Similar Population In Traditional School Settings?

Since we have not compiled data on traditional school settings, the question cannot be answered directly. However, for each academy, we drew a random sample consisting of ten days from the last three-and-a-half months of Program operation. For each day, we compiled the total student enrollment, derived the actual attendance, and averaged the figures for the ten days. We specified that, for each academy, the sample would include two of each of the weekdays, i. e., two Mondays, two Tuesdays, etc. Our results follow:

(a) New York Plaza - 96%

(b) Nassau - 94%

(c) Lincoln - 94%

Thus, according to S. A. P. records, the students have a very high attendance rate. When interviewed, students stated that their attendance was much improved in S. A. P. compared to regular school. For further elaboration on student attendance, see items 13-16 below.

10. What Factors Can Be Associated With Comparative Attendance Pattern Results?

Interviews with the students indicated certain factors associated with high attendance rates:

(a) job acquisition and financial reward,

(b) staff concern for students, and

(c) small classrooms and individualized instruction.

11. What Formal And/Or Informal Systems Were Employed To Measure Job Skill Acquisition Levels?

Consultants were hired, according to the Administration, to do a task analysis of each job. The Administration states that the teachers did the real work. During vestibule training, students were pre-tested and post-tested for their acquisition of the specific tasks needed in the jobs. Once a student was on the job, it became the responsibility of the employer to see that the student acquired new skills relevant to his job. At academy sites, the students took courses in occupational skills and

organizational department as part of their academic studies. On the job, they were evaluated like any other employee.

12. What Was The Rationale For The Decision To Utilize Selected Systems Of Job Skill Acquisition Measures?

At present, no systems to measure the acquisition of job skills have been developed other than in the context of vestibule training. The rationale for using a pre-test and a post-test in the vestibule training was to enable the student to gain a limited knowledge of appropriate job skills. If the student passed the pre-test, then he would continue with vestibule training. If the student did not pass the pre-test, he was retained to re-learn before continuing to the next phase of vestibule training. Upon completion of vestibule training, the student took a post-test. If he passed, he went on to the job; however, if he failed, he was recycled for another period of vestibule training.

13. What Was The Nature And Context Of Pupil Behavior Problems Observed In The Course Of S. A. P. Operations?

Data from staff interviews indicates that no substantial discipline problem exists with students. Of the twenty-five staff members interviewed, ten stated that there were no problems whatsoever. When pressed, the staff mentioned lack of interest, lateness and absenteeism as occasional problems.

14. Which Pupil Behavior Problems Could Be Clearly Associated With The Special Circumstances Of S. A. P. Operations?

Many students, according to staff members, find it difficult to establish initiative and direction on their own accord. Many students are absent in the afternoon sessions. Two hour lunch periods for many students seem to contribute to afternoon absenteeism. Some students have been observed leaving the academy, after the morning session, who do not return. The new student program implemented February 14, 1972 at Nassau and New York Plaza Academies is an attempt to rectify this situation. Lunch is an hour long and only electives are offered in the afternoon.

15. What Mechanisms, Techniques, And Strategies Were Successfully And Unsuccessfully Employed In Response To Pupil Behavior Problems?

In interviews with the Academy Coordinators, it was found that teachers observing absenteeism would report it to the Coordinator only when the teachers felt that it was becoming a problem. A conference between the offending student and the Coordinator would then be held. The student would be advised of the offense and an attempt to reach a mutual solution would be made. However, in the case of afternoon absenteeism, a program with a shorter lunch period has been instituted.

16. What Were Pupil Attitudes Toward Various Aspects Of S. A. P.?

A random sample of 21 students, fourteen girls and seven boys, were interviewed in terms of the following:

(a) likes and dislikes about the Program,

(b) comparison of previous school experiences to S.A.P. Academy environment,

(c) attitudes toward curriculum, and

(d) attitudes toward work experience.

Student responses to the questions operated on two levels. The first level reflected their general attitudes. The second, reflected attitudes toward specifics of the Program. When a pupil was asked what he liked about S.A.P., almost everyone mentioned aspects of the school rather than the job.

Fourteen of the 21 students stated that they liked best the socio-emotional atmosphere of the Program. They mentioned aspects such as individual attention, freedom, atmosphere and treatment received from the staff. When students were asked what they disliked most about S.A.P., seven stated, "nothing," five mentioned site appearance and the distance involved in travelling, and five mentioned a particular class or teacher.

When students were asked to compare previous experience in regular high schools with their present experience in the academies, all students liked the S.A.P. better. Eight stated that the academies were freer, four mentioned that they were treated as individuals, and three stated they were interested in the classes.

When asked about their work experience, some information was voluntarily given which was not asked for, nor expected. Thirteen of the pupils felt favorable to the attainment of a job. However, many

expressed ambivalance about their job. Nine of the students felt their jobs did not utilize their talents nor offered enough responsibility. Other negative responses included conflict with supervisors and dirty working conditions.

On the question of curriculum, only six of the pupils liked vestibule training, while five said it was a poor experience. Noncommittal and mixed reactions accounted for the other eleven students. Ten stated that vestibule had learning value in relationship to their jobs; eight said that it had little or no value.

In terms of the basic skills, almost all of the pupils stated that the skills taught at the academies were more useful than those taught in regular high school. Eight students cited reading as the best taught skill, while two cited math. Others liked the process of teaching rather than any specific subject. Of the fifteen students who made specific positive comments about the academic program, two cited better instruction, and five liked the individual attention.

When queried about the elective program, all but one student expressed a positive attitude. The students cited, with particular favor, their right to choose their own subjects. However, since the elective program had been in operation only a short time when the interviews were conducted, and many students had not attended a class in their elective program, their favorable responses were really directed toward the idea of the elective program and not to the actual operation of the program.

When asked about the counseling program, fourteen of the students stated that they had not used, nor were aware of the counseling program. Of the other seven respondents, three liked it, three gave the non-committal, "it's okay," and one did not like it.

17. What Were The Parents Attitudes Toward The Various Aspects Of S. A. P. ?

The same 21 students were asked about their parents' feelings toward the S. A. P. Seventeen stated that their parents like the Program, one stated that her parents had mixed reactions to the Program, and three stated that their parents were indifferent. When probed as to what aspects of the Program their parents liked best, eight mentioned that their parents liked the school program, six mentioned that their parents liked the fact that the students received remuneration, and three mentioned the fact that their parents liked the work-study aspects of the Program.

V. CURRICULUM

1. What Is The Scope And Sequence And Instructional Strategies Of The Vestibule Curriculum For Each Academy?

According to the Cooperative Agreement, the following areas of responsibility were delineated:

(a) the Collaborative Committee was to establish "criteria for development of curriculum,"

(b) the Administrator was responsible for the "development of curriculum," and

(c) the Board was to advise the Collaborative Committee "on state requirements for the instructional contents of the Program," (See Appendix A-4).

No formal role for Academy Coordinators was specifically delineated in terms of curriculum in the Cooperation Agreement, nor was the role of the teachers specifically delineated. However, the Cooperation Agreement does state that the content of all instruction is to be "designed to meet the needs of employers of that satellite academy's students." (Appendix A-4).

The scope of the vestibule clerical curriculum, according to the Nassau Academy Coordinator, is defined by employers' occupational needs. The clerical curriculum is the same for all three academies. Based upon classroom observations by CUE staff, the sequence of instructional strategies for the clerical vestibule curriculum is:

(a) formal instruction,

(b) practical exercise,

(c) individual attention,

(d) testing, and

(e) recycling

2. What Was The Rationale For Developing Vestibule Curricula?

According to the Deputy Administrator, the rationale for developing vestibule curricula was based upon employers' needs. As mentioned in the Program Management Section, employers were very receptive to involvement in developing curricula and liked the idea of getting students already trained in basic, needed skills.

3. What Is The Scope And Sequence And Instructional Strategies Of The Academic Curriculum For Each Academy?

According to the Coordinator in charge of curriculum development (Nassau Academy), the scope of the academic curriculum is defined by state high school requirements for a diploma and the occupational skills required by employers.

The sequence of instructional strategies is similar to those employed in vestibule training. However, according to the Nassau Academy Coordinator, an attempt is made to make use of external resources in the city, and internal resources of S. A. P., such as the staff, students, and and participating companies.

4. What Is The Scope And Sequence And Instructional Strategies Of The Academic Curriculum For Each Academy?

According to the curriculum proposal, the scope of the reading program for the Satellite Academies Program can be classified into several skill areas according to the curriculum proposal. The reading and language arts curriculum is broken down into several skill areas. Reading skills are classed under comprehension, word recognition, work-study skills, appreciation skills, oral reading, and reading in subject matter areas. Language art skills, are primarily classed into writing skills, such as mechanics of writing, organizational skills, style, and creativity.

Literature is also included in the reading program. In the downtown academies, there is greater emphasis on anthologies than at the Lincoln Academy, which will be commented upon below. The scope of the program covers fiction, non-fiction, poetry, and drama. There are also mini courses which take a thematic approach, such as Elizabethan Drama and Science Fiction.

The Lincoln Academy has a somewhat different reading and language arts program based on the self-selection technique in reading instruction. The focus of this program is not on heavy emphasis of skill development, but on cultivating the experience of reading and relating it to personal interests and endeavors. The media used for this program are newspapers, magazines and paperback books. Films and anthologies are used as secondary sources. Skills workbooks and teacher-developed materials used to supplement self-selection.

Writing activities may involve writing in a personal journal, letter writing, creative writing, development of student "how-to" manuals, or writing for publication.

The sequence of learning activities are required to be similar between the three academies. According to the Strand memorandum of February 8, 1972, "all students are required to remain in basic reading workshops until they have reached achievement levels which their teachers consider equivalent to the competence required for high school academic studies and job success and advancement." After mastering the basic skills, students may take English electives.

Since the programs at all the academies are individualized, there is, however, no single sequence of skill activities.

According to the Program's curriculum proposal, the student will select his own reading materials, receive instruction according to his needs, and will participate in the evaluation of his reading and language arts progress.

The instructional strategies will incorporate:

"(a) programmed materials in book or kit form,

(b) self-directed materials in book or kit form,

(c) system of auto-instructional machines consisting of tachistoscopes, controlled readers, pacers, overhead projectors, language masters, reading accelerators, record players and tape recorders,

(d) a wide variety of paperback books, and

(e) teacher-made materials."

The teachers are to diagnose, group, and evaluate student progress in the development of skills and understanding. In addition, standardized tests will be used in diagnostic and evaluative ways. The data collected on the students will be of the following nature: "written tests, oral tests, assignments given and completed, reading matter chosen and read by the student on his own, samples of creative writing, personal interviews, interest inventories, evidences of changing attitudes, and recommendations from other teachers and parents."

Group exchanges and discussions will be scheduled so students can share insights and information with each other.

In reference to the math program it is necessary to discuss scope and sequence together since the scope is tied up in it. As evidenced in a document entitled, "Satellite Academy Math Program," the students begin the math program by entering the Fundamentals Workshop. The scope of the Fundamentals Workshop involves the following categories:

(a) number and numeration; (b) concepts and the four operations for fractional numbers, (c) the four operations on whole numbers, (d) decimals (concepts and operations), (e) percentage (concepts and problem solving), (f) ratio , and (g) proportion.

All students can take simultaneously the Fundamentals Workshop, Basic Word Problems, and Business Math. However, to progress to Algebra, and thence to Geometry, a student must have reached competency levels in the Fundamentals Workshop. Thus, there are several sequences a student

can take after demonstrating competency in a fundamentals workshop; for instance, Algebra and Geometry. Completion of the Fundamentals Workshop and Basic Word Problems courses is required for graduation.

The scope of The Basic Word Problems Elective course will follow the scope of the Fundamentals Workshop explained above. However, the sequence of the Word Problems Workshop as explained in the document entitled, "Basic Word Problems Elective" involves one-step problems followed by two-step problems.

The scope of the business math program operates in the following sequence: (a) fundamental skills in business mathematics, (b) financial records and reports, (c) the mathematics of money and banking, (d) the mathematics of distribution, (e) the mathematics of investment, (f) the mathematics of personal finance, (g) special applications of business mathematics, (h) practical measurements for the homeowner, and (i) mathematics in employment tests.

The basic instructional strategy of the math skills program involves the development of programmed materials and individual instruction. Practical experience will be provided in using desk calculators in business math course. The Business Math course will also encourage student projects that take students out into the business community to explore wider applications of business math.

5. What Is The Scope And Sequence And Instructional Strategies Of The Elective Curriculum For Each Academy?

The scope of the elective curriculum is defined, according to the N. Y. Plaza Academy Coordinator in charge of elective curriculum, by state

high school requirements and students' interests. The sequence of instructional strategies involved:

(a) survey of student's interests,

(b) individual conferences with students,

(c) recruitment of personnel with talents in student interest areas,

(d) placement of students in classes, or with tutors, in the area of interest, and

(e) formal instruction with indivdual attention to the student.

Courses presently offered in the elective program are as follows:

Algebra	Shorthand	Drugs and Crime
Geometry	IBM Keypunch	Sex Education
Business Math	Economics	Puerto Rican Studies
Creative Writing	Photography	Black History
Drama Workshop	Sculpture	Afro-American Literature
Speed Reading	Sewing	Contemporary Literature
Film Appreciation	Driver Education	Art Workshop
New York Scene	Religion	Social Problems
Spanish		

6. Are The Subjects In The Academic And Elective Curricula Work-Related?

The elective curricula is in the early phases of implementation. The elective curriculum proposal includes economic aspects, such as the distribution of wealth, job security, job opportunity, job satisfaction, consumer problems and an analysis of the importance of the fields the students themselves are working in.

Also, the elective curriculum is used to supplement students deficiences in the academic curriculum, according to observations made by a member of the investigating team. In other words, an elective is scheduled for a particular student.

The academic curriculum is work-related in that a student is given a course in the area of his occupational skills.

A Program document entitled, "A Curriculum Proposal" does not specify job-related aspects of the Program. However, the section on work-study skills appears to include skills which may be job-related, such as use of reference materials and classification of information. The work-relatedness of the reading program is only in terms of general, rather than specific, competencies.

The Business Math course seems to be work-related. The concerns taken up in the course (see item #3) are of general use to students in the business world. A Program document entitled,"Basic Word Problems Elective" indicates that the Basic Word Problems Studies Course will be directed toward work relevant to business concerns.

The electives curriculum has several courses offered which are work-related. There are courses in shorthand, IBM keypunch and speed reading which appear to be work-related.

7. What Types Of Professional Personnel Were Involved In Curricula Construction And To What Extent?

The S. A. P. Administrator stated that two types of professional personnel were involved in curricula construction:

(a) consultants, and

(b) S. A. P. instructional staff.

Two consultants, one in reading and one in mathematics, were employed as specialists. To what extent they were involved is not presently determinable. However, they were, according to the S. A. P. Administrator, used in task analysis in their areas of specialization. They were also consulted in purchasing materials, and training staff in the use of the materials.

S. A. P. instructional staff were involved in curriculum development in terms of their area of specialization. The exact extent of their involvement, however, requires further investigation.

8. Why Were These Types Selected?

Consultants were selected because the Program emphasizes reading and mathematics. The staff (as discussed in the Instructional Personnel Section) was selected because they would be involved in curriculum development.

9. What Types of Non-Professional Personnel Were Involved In Curricula Construction And To What Extent?

Employers were involved in curricula construction.

According to the S. A. P. Administrator, Chase Manhattan Bank employees aided in the construction of the vestibule curriculum for the clerical field. These employees assisted in :

(a) task analysis and description,

(b) developing the methodology of teaching job skills,

(c) providing instructional materials and

(d) developing the "World of Work"area

These types were not selected by S. A. P. The Deputy Administrator, as a Chase Manhattan Bank Executive, arranged to make them available on loan to assist in vestibule curriculum development.

10. What Are The Student Options In The Academic Curricula?

Each student is required to take a course in:

(a) mathematics

(b) English

(c) occupational skills

In mathematics, the course options are Business Math, Algebra and Geometry. Literature and Creative Writing are the course options available with the English area. Within the occupational skills area there are no options.

Basic skills must be measurably mastered before options may be exercised.

11. Do Combined Curricula Meet High School Diploma Requirements At State And Local Levels?

The S. A. P. Administrator and the Nassau Academy Coordinator state that the combined curricula meet state and local high

school diploma requirements. Students will also have the option of receiving a commercial diploma in June 1972.

According to a memorandum dated December 20, 1971 from John Strand to the Satellite Academy staff, the Program will provide the required amount of English and U.S. History requirements for the completion of the high school diploma. Because of the experimental nature of the Program, the English and U.S. History requirements, plus the proper amounts of credits, will be criteria for graduation. For those students who wish to take the Regents Examinations, special tutoring is available; however, there are no courses offered for preparation.

The graduating class will be eligible for whatever diploma they were in the process of pursuing previous to their enrollment in the Satellite Academies Program. Students will receive these diplomas from the high school to which their academy is annexed. After 1972, there will be a single type of diploma for all students in the New York City School System:

12. What Was The Rationale For The Selection Of Only Two Occupational Areas?

Investigation reveals that the rationale for the selection of only two areas was operational. According to the S.A.P. Deputy Administrator, efforts to obtain jobs in other areas were affected by the tight job market, conflicting interest with the co-op program in the city, and City Planning Commission objections to recruitment in the construction field.

13. What Was The Rationale For The Selection Of The Clerical And Health Areas of Study?

According to the Deputy Administrator, entry level jobs were available in these two areas. Employers were receptive. The companies involved were large and could assist in the development of the Program. The community was interested in the Lincoln Hospital Academy because it could be used to train young people to meet the needs of a new hospital to be built by the city in the South Bronx.

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APPENDIX A - 1

COLLABORATIVE COMMITTEE ON CAREER EDUCATION

BOARD OF EDUCATION

CENCI, Louis, Executive Secretary, Advisory Council for Occupational Education. 110 Livingston Street, Room 340. 596-6970.

FISHKIN, Allen, Coordinator, Occupational Skills Program. Room 10003 (representing Selig, Lester) 110 Livingston Street. 596-4193.

LEVINSON, Elliot, Chancellor's Office. 110 Livingston Street (representing Murray Polner) 596-4342.

McLAUGHLIN, Fred, Special Assistant to Dr. Mary Meade. 110 Livingston Street, Room 1104. 596-8991.

POLNER, Murray, Executive Assistant to the Chancellor, 110 Livingston Street, 10th floor (11201) (representing Chancellor Scribner) 596-5340, 5341.

SHERLINE, Renee, Acting Director, Cooperative Education Bureau, Board of Education, 110 Livingston Street, Room 237M. 596-6978.

WEINMAN, Janice, Planner, Office of School Planning and Research, 110 Livingston Street, Room 510. 596-6020.

HUMAN RESOURCES ADMINISTRATION

BEELER, Harold, Special Assistant to the Commissioner, Manpower and Career Development Agency, 220 Church Street, Room 540 (10013) 433-4710.

CALABIA, Tino, Director, Multi-Service Systems, 220 Church Street, Room 627. (10013) 433-6623.

ERAZO, Joseph, Commissioner, Manpower and Career Development Agency. 5th Floor, 220 Church Street (10013) 433-3696.

HIRSCH, Sharlene, Education Liaison. 220 Church Street, Room 617 (10013) (representing Administrator Jule M. Sugarman) 553-5424.

CITY PLANNING COMMISSION

FRIEBOURG, Ann, Planner, Economic Development Section. 2 Lafayette Street 2 Lafayette Street (10007) 566-3982.

RIEDER, Corrine, Chief, Educational Planning Section. 2 Lafayette Street (10007) 566-0532.

SCHULTZ, Harvey, Director, Economic Development Section, City Planning Commission, 2 Lafayette Street (10007) 566-3982.

BUREAU OF THE BUDGET

SEIDEN, Dina (Mrs.), Program Research Analyst, Education Planning Section, Bureau of the Budget, Municipal Building, Room 1326. (10007) 566-5711.

SATELLITE ACADEMIES

I. Educational Needs Addressed by the Program

The original proposal for Satellite Academies grew out of Chancellor Harvey Scribner's call for expansion of the Board of Education's Cooperative Education program. Chancellor Scribner, Administrator Jule Sugarman of the Human Resources Administration and City Planning Commission Chairman Donald Elliot created the "Collaborative Committee on Career Education", which became the planning group for the Satellite Academies Program. In creating a "work-study" program which encompassed the total work and academic components of the students' experience, the Collaborative Committee - composed of staff members of the three agencies with expertise in high schools, manpower training, vocational education, and delivery of social services - sought to satisfy several basic educational needs:

1. The need for compensated work experience and related study to provide incentives for students to remain in school and acquire high school diplomas.

2. The need to train high school students in job skills for which there will be a continuing demand by New York City employers.

3. The need to coordinate closely the specific job performance expectations of employers with the school curriculum.

4. The need for an academic curriculum which prepares students for educational and career opportunities beyond entry level jobs.

5. The need for alternative high school programs which encourage students to express their interests and concerns, and to learn about them inside the classroom and outside it in the vast educational resources of the city.

6. The need for high school units of a scale small enough to allow personalized and individualized instruction and services to students.

7. The need to coordinate existing social services offered by city agencies to maximize their support for the families of students struggling to remain in school.

II. Satellite Academies: An Overview

Each Satellite Academy will serve about 150 students and will be located in space rented in office and industrial buildings near the work-sites of its students. Its program, designed to meet the afore mentioned needs, will have five basic components:

A. WORK EXPERIENCE: Students will fill existing positions in participating companies in two career fields - business clerical and health careers. They will be productive trainees under company line supervisors. A pair of students assigned to the same job will alternate between the job and the educational components described below.

B. JOB-RELATED EDUCATION: In their pre-job vestibule training, students will learn the general job skills necessary to advance quickly once their on-site work and job training begins. For example, having learned to file business forms in vestibule training, they will quickly adjust to the specific filing system used by their employers. In addition, students will receive advanced vocational training as part of their school curriculum--typing, stenography, operation of business machines, medical record keeping, etc. Finally, their job related curriculum will explore political, social and economic issues of relevance to a company employee working a regular day and drawing a regular paycheck.

C. BASIC ACADEMIC SKILLS: Students will improve their basic skills in mathematics, and the language arts in learning laboratories organized on the principles of programmed instruction. The content of the instructional materials in these laboratories will be drawn from materials used on the job.

D. STUDENT ELECTIVES: Students may participate in elective courses of three kinds: (1) independent study under the supervision of a staff member; (2) courses designated by students and teachers; (3) projects in which students pursue their interests outside the Satellite Academies, in the wider educational, industrial and cultural settings of the city.

E. COUNSELING AND SUPPORT SERVICES: Group and individual counseling will be designed to aid students in making daily decisions regarding their performance on the job and in the academies. Students and their families will receive assistance in obtaining the social services they need from city agencies.

III. JOB OBJECTIVES

In making arrangements with employers for the jobs and work experience which would most benefit our students, the Satellite Academies Program has stressed "meaningful work":

1. entry level job skills: In the vestibule training students will acquire job skills defined by their employers as necessary for success in the entry level jobs and training in which they will begin their employment.

III. JOB OBJECTIVES - Continued

2. opportunites for pron... loyers and the Satellite Academies are coope... blishing realistic promotional ladders for academy s... d on job performance and acquisition of new job... nowledge.

3. compensation: Stude... ligible for weekly pay commensurate with fa... ces of the companies and for regular pay increa... job performance and attendance.

4. job purpose: Student... ced in jobs whose functions are integral to the ope... e company. Employers and S.A. staff will coo... oviding curriculum and instruction which will ... dent understanding of job purpose.

5. student accountability ... rmance: It is expected that the line supervise... dents will participate in the definition of those per... eas for which they will provide regular feedb... t job performance to the staff of each academy.

6. supportive supervisi... lection of line supervisors and in their orientati... g in the program, employers and S.A. staff will se... ve supervision" --which enables students to le... confidence on the job by demonstrating inter... lopment of individual students.

7. job placement after g... A. is committed to providing graduating students w... ng and placement services necessary to insure t... e jobs and promotional opportunities beyond ... bs.

IV. ACADEMIC OBJECTIVES

In order to enable its graduates ... eer mobility and to provide opportunities for personal growth, S.A. ... lize the following academic objectives:

1. high school diploma: T... m of each academy will be sufficient to enable st... n a high school diploma.

2. minimum high school ... levels: It is expected that student s who have been ... ny for two or more years will have achieved at least ... proficiency in basic reading and mathematics skills ... ation.

IV. ACADEMIC OBJECTIVES - Continued

3. college placement: Each academy will offer the academic courses, counseling and placement services required by students who choose to enter college upon graduation.

4. communications skills: Each academy's curriculum and instructional processes will enable students to improve their skills of verbal articulation and to achieve at least ninth grade proficiency in English composition.

5. Student choices in the curriculum: Each academy will offer students opportunities to participate in designing part of their own curricula.

6. student self-expression: Each academy will encourage individual students to increase their self-awareness through creative self-expression in poetry, music, theatre, political action, etc. The staff will make a special effort to aid students in finding opportunities for self-expression beyond the walls of the academy in the city-at-large.

7. Student decision-making: In designing regulations governing student behavior, the staff of each academy will seek to maximize opportunities for students to choose from among several well-defined courses of action, whose consequences are clearly understood. Special emphasis will be placed on training students to make decisions in groups.

V. SOCIAL-CULTURAL OBJECTIVES

In the organization and assignment of responsibilities of staff and students Satellite Academies will seek to establish a climate of openness to and support for students.

1. cultural pluralism: In staffing and curriculum development, S.A. will emphasize acceptance and understanding of the diversity of values and life-styles growing out of the city's ethnic and class communities.

2. accountability to students: In developing and redeveloping the basic components of the Satellite Academies program, the staff of each academy will seek continued and systematic feedback from its students as a means of holding itself directly accountable to its primary clients - the students.

V. SOCIAL-CULTURAL OBJECTIVES - Continued

3. social support services for students and their families:

S.A. Staff members will provide students with counseling on personal and family matters that affect their performance in the program as well as direct referral to appropriate city agencies for assistance in welfare, legal aid, employment, etc.

4. peer group support: Each Satellite Academy will provide regular student "rap groups" - counseling groups in which they discuss the S.A. program and their feelings and behavior in it. These groups will utilize the normal influence and pressures of student peer groups to foster constructive changes in the program and in student behavior in it.

5. liaison with families: Each academy will provide regular and systematic reports on his performance to each student and his family.

VI. STUDENT RECRUITMENT AND SELECTION

All students enrolled in the Satellite Academies will be volunteers. Recruitment will be concentrated in targeted areas of the city where large numbers of high school students have failed to obtain diplomas or permanent jobs. To qualify for admission, students must be between the ages of sixteen and eighteen. Most will have the school standing of tenth, eleventh or twelfth graders. Admission is contingent upon: (1) acceptance of the candidate by an S.A. staff member after an interview in which the candidate appears to understand the program and genuinely volunteers for it; (2) acceptance of the candidate by an employer after an interview and a physical exam.

VII. SATELLITE ACADEMY STUDENTS AND DROP-OUTS

It is anticipated that some S.A. students will enter Satellite Academies with a record of poor attendance and low achievement in their "regular" schools. The S.A. program may require much better attendance and a higher performance level than the students have previously exhibited. Promotional opportunities, pay incentives, an interesting curriculum and a concerned staff will undoubtedly be important causes of improvement in their performance; still it seems likely that some students will fail to achieve the performance levels required on the job.

The primary admissions task for the academies is to determine which students are most likely to succeed in the program without judging them solely on their past school records. Vestibule training will serve as a further screening device. It will be a two to four week pre-training session in which students will learn those minimum job skills required for the assimilation of on-the-job training in the trainees first regular work assignment. Upon achievement of those entry level skills, students will be immediately placed on the job. Those who fail to complete the vestibule training in four weeks will be dropped from the S.A. program and

offered referral service to educational on-job-training programs more appropri to their needs. Those who choose to, may re-enter the program at a later date Shortly after the first vestibule training session, a second group of incoming stu large enough to maintain the academy's student population at 150, will be cycled through the vestibule training. New groups of students will be cycled through the program during the year, as the need dictates.

VIII. SATELLITE ACADEMY STAFF

Administration: Central administration of the S.A. program is the responsibility of the Administrator and the Deputy Administrator. The former assumes general fiscal and administrative control of the entire program and is directly accountable to the Board of Education for curricul development, staff supervision and student performance in the program. The latter is responsible for job development, development of job related curriculum and training and supervision of and performance of students on the job. Both are selected by the Collaborative Committee on Career Education.

Academy Coordinators: Each academy has a coordinator who provides some instruction, training or counseling for students in addition to his administrative responsibility for curriculum development, staff supervisio and monitoring of student performance. Coordinators are selected by the Administrator in consultation with the Deputy Administrator and an interview panel of high school students and company trainees who are high school dropouts.

Classroom Teachers: Each academy has four teachers: two academic skills teachers (English-reading and Math.) with experience at teaching basic skills in an individualized laboratory, and two occupational skills teachers with knowledge of on-the-job working conditions and experience at teaching studen with academic skills deficiencies.

Instructional aides: Each academy has two instructional aides, who provide tutoring to assist students in improving their basic academic skil

Group Workers: Each academy has two group workers from the Youth Services Agency who provide regular group "rap" sessions and individu counseling for students who communicate student feedback on the progra to the rest of the staff.

Community Aides: Each academy has three community aides from the Department of Social Services Case-Aides program who will be responsi for liaison between the academy and the families and communities of the students. They will also assist the students and their families in obtaini needed social services.

IX. STAFF: STUDENT RATIO

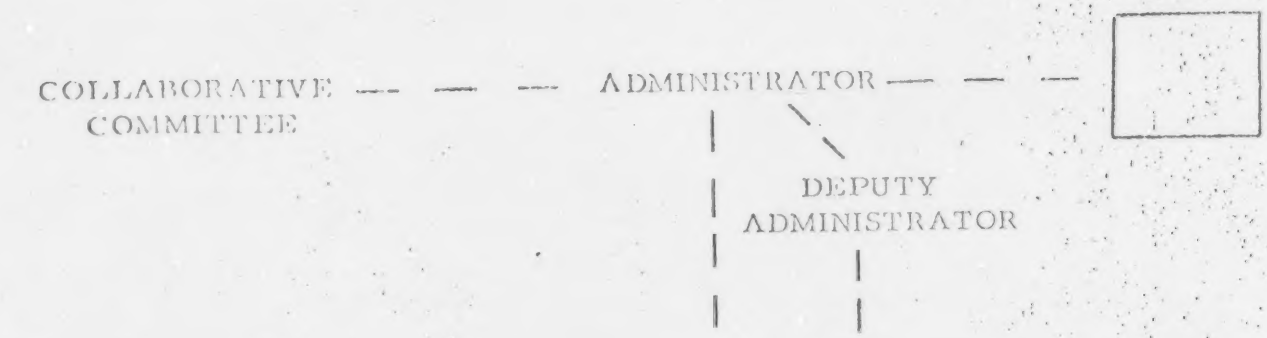
The Satellite Academy staff enumerated above yields a staff: student ratio of 1:12. The instruction and support offered students by their job supervisors and fellow employees makes possible a ratio of 1:6 for the alternate weeks in which they are instructed on the academy site. Because the employers in the private sector absorb the normal cost of the training and supervision of students, this low staff: student ratio is achieved at a cost to the public sector of $980. per student for instructional services.

X. ORGANIZATION AND DECISION-MAKING

General policy guidelines for the S.A. program are developed by the Administrative Policy Committee (Administrator, Deputy Administrator and Academy Coordinators) which meets weekly. This policy committee reports regularly to the Collaborative Committee on Career Education. Decisions concerning staff relations and performance and student behavior are the responsibility of the individual Academy Coordinators, who are expected to maximize staff participation in the process. Decisions concerning work-experience and related curricula are made by the Administrator and Deputy Administrator in consultation with the Curriculum Advisory Committee (Company Coordinators and representatives of private and public agencies concerned with cooperative education and training.)

JS:jk

SATELLITE SCHOOL PROGRAM: EARLY ORGANIZATIONAL CHART



ACADEMY COORDINATOR

CLASSROOM TEACHERS
(Two academic, two vocational)

TWO INSTRUCTIONAL AIDES

FAMILY LIASONS
(advocate for family in need of city services)

YOUTH LIASONS
(counseling and job orientation)

JOB SUPERVISOR/TRAINING OFFICER
(on-the-job supervision; SAP Training Officer may assist employer-hired Job Supervisor in an Academy)

COOPERATION AGREEMENT

APPENDIX A - 4

THIS COOPERATION AGREEMENT, entered into the day of 1971, by between and among the BOARD OF EDUCATION of the City of New York, hereinafter referred to as the "Board", the HUMAN RESOURCES ADMINISTRATION of the City of New York, hereinafter referred to as "HRA", and the NEW YORK CITY PLANNING COMMISSION, hereinafter referred to as the "Commission".

WITNESSETH:

WHEREAS, there is a need to expand the range of opportunities in innovative work-related educational programs for high school students in New York City; and

WHEREAS, employers in New York City need more well-trained personnel; and

WHEREAS, each party to this agreement has an interest in, and can contribute to, the formulation and execution of such programs.

NOW, THEREFORE, it is mutually agreed that:

1. There shall be a Satellite Academics Program, hereinafter referred to as the "Program". The Program shall establish satellite academies in various part parts of the City of New York. The academies shall offer a work related educational program for approximately 450 students selected from low and middle income families. Each satellite academy will provide basic academic and vocational instruction.

2. A cross-section of students will be selected from those geographical areas which have high concentrations of persons who are past, present and

potential recipients of publi assistance within the guidelines of, and regulations issued pursuant to, Title IV-A of the Social Security Act.

3. Each satellite academy will provide:

a. job training and work experience;

b. group and individual counseling and job orientation for students as well as counseling and assistance for the students' families; and

c. classroom education in basic academic subjects related to the work assignment, including English, mathematics, physical and natural sciences, and social studies, in addition to vocational skills subjects related to the area in which they are working.

4. During the 1971-72 school year each satellite academy will serve a maximum of 150 students. Job orientation, counseling, and classroom education will be provided at each satellite academy. Employers will provide the job training and work experience components. The satellite academies will rotate students' schedules between on-the-job experience and classroom education to meet the employers' needs and to enable two students to fill one on-the-job experience slot. Each satellite academy will have classroom space loacted as near as possible to the site of all of its students' employers, which space will be in, or adjacent to, the same building as one employer of its students.

5. There shall be established a Collaborative Committee on Career Education, hereinafter referred to as the "Committee", which shall be composed of three (3) voting representatives: the Chancellor of the Board, the Administrator of HRA, and the Chairman of the Commission. Each of these voting representatives may designate a representative to attend meetings and to vote in his absence. Committee action shall be taken by no less than a two-thirds vote. The Committee

APPENDIX A - 4 - continued

shall develop policy guidelines for the Program within general requirements mandated by state law ard the Board for the operation of public schools. Committee responsibility shall include:

a. Development of goals and objectives for the Program;

b. Selection of the Administrator of the Program;

c. Development of criteria for selection of the following: student and employer participans, Program staff, and physical sites;

d. Establishment of criteria for development of curriculum and staff training;

e. Development of standards for evaluation and, in consultation with the Administrator, selection of evaluation personnel;

f. Review, revision, and approval of the Program budget, as submitted by the Administrator; and

g. Development of criteria for expansion of the Program and for seeking outside financial assistance.

The Committee shall meet no less than six times annually to review the operation of the Program and shall receive and consider the reports and recommendations of the Administrator and evaluators.

6. The Program will be directed by an Administrator, who shall be responsible to the Board for the operation of the program within guidelines developed by the Committee. The Administrator shall be responsible for the following:

a. Selection of student and employer participants, Program staff, and physical sites;

b. Development of curriculum and staff training;

c. Preparation of the Program budget for submission to the Committee;

d. Expansion of the Program and the seeking of outside fu

e. Organization and operation of the Program in such a manner that the Program will qualify for federal and state reimbursement under Title IV-A of the Social Security Act and applying for and making every effort to obtain that reimbursement;

f. Making recommendations to the Committee regarding the selection of evaluation personnel;

g. The progress of students in the Program, relative to the goals and objectives established by the Committee; and

h. Making reports and recommendations to the Committee no less than six times annually regarding the operation of the program.

7. Each satellite academy will be staffed by the following personnel selected by the Administrator:

a. An academy Coordinator who will administer and supervise the Program in his satellite academy subject to the direction of the Administrator;

b. Classroom teachers who will provide academic instruction and vocational instruction, the content of all instruction being designed to meet the needs of the employers of that satellite academy's students;

c. Instructional aides who will provide individual tutoring to the students as it may be needed;

d. Human service specialists who will work with the students, providing individual and group counseling and referral services to the families of the students.

In addition, there will be training officers who will be hired by the employers and assigned to each satellite academy to be liaisons between the first line job supervisor and the satellite academy personnel and students.

8. The parties to this agreement will provide the following:

a. The Board will supervise the Administrator's operation and maintenance of the program with the Committee's participation in development of guidelines as stated in Paragraph 5. The Board will also:

(1) Enter into contracts for job training with employers which contracts shall conform to the requirements of this agreement;

(2) Enter into leases for the sites of the satellite academies and maintain those sites;

(3) Advise the Committee on state requirements for the instructional content of the Program;

(4) Seek licenses and certificates of competence which may be required for Program staff; and

(5) Assume responsibility for overall fiscal management and accountability of the Program, including receipt and disbursement of all monies allocated for the Program, except for the salaries of the personnel contributed by HRA pursuant to subsection b of this paragraph.

b. HRA will

(1) Provide up to seventeen persons, fifteen of whom will be experienced youth workers and family case aides, who shall participate in the Program as human service specialists,

and two of whom will be experienced coordinators who shall participate as Academy Coordinators;

(2) Pay the salaries of all such persons at a cost to HRA not to exceed ONE HUNDRED EIGHTY-EIGHT THOUSAND ($188,000) Dollars in basic annual salary, plus applicable fringe benefits; and

(3) Make available its staff for planning the development and expasion of the Program.

c. The Commission wil

(1) Make available its staff and records for the selection of suitable employers and potential sites for satellite academies; and

(2) Make available its staff and records for planning the development and expansion of the Program.

9. The term of this agreement shall be from July 1, 1971, to June 30, 1972.

10. It is understood and agreed that the cost of the Program will approximate ONE MILLION ONE HUNDRED SEVENTY THOUSAND ($1,170,000) Dollars, but in no event will exceed the total funds provided from all sources, including the Vocational Education Act, the Center for Urban Education, and the City of New York, together with those other funds that may become available from any other source, in addition to the contribution provided by HRA pursuant to paragraph 8 of this agreement.

IN WITNESS WHEREOF, the parties hereto have executed this agreement the day and year first above written.

BOARD OF EDUCATION

by _____
Harvey Scribner, Chancellor

HUMAN RESOURCES ADMINISTRATION

by _____
Jule M. Sugarman, Administrator

NEW YORK CITY PLANNING COMMISSION

by _____
Donald Elliott, Chairman

Satellite Academy
New York City Board of Education

Evaluation

Name _____ Position _____
(Last) (First)

Date of Evaluation _____

Date of Discussion With Employee _____ Signature _____

Employee's
Attendance _____Poor _____Fair _____Good _____Excellent

Punctuality _____Poor _____Fair _____Good _____Excellent

Employee's
Overall Performance _____Poor _____Fair _____Good _____Excellent

PERFORMANCE APPRAISAL

	Very much so	To some Extent	NO	Comments
Applies himself whole heartedly to job				
Shows initiative when performing assignments.				
Can be relied upon to complete assignments properly.				
Requires little or no supervisio				
Assists staff effectively in working with students				
Has shown an understanding of the Satellite Academy goals and philosophy				
Has maintained a professional relationship with students when assuming responsibilities				

Signature, Coordinator

Satellite Academy
New York City Board of Education

Evaluation

Name_____ Position_____
(last) (first)

Date of Evaluation_____

Date of Discussion With Employee_____ Signature_____

Overall Performance Rating_____Poor_____Fair_____Good_____Excellent

Performance Appraisal

1. Has shown imagination in developing curriculum

_____A great deal

_____Moderate

_____Very little

Comments: _____

_____

2. Has shown creativity in selecting and in developing materials to reflect students' interests, occupation, learning styles and difference.

_____A great deal

_____Moderate

_____Very little

Comments: _____

_____

3. Has used teaching methods and techniques that are appropriate to the Satellite Academy Program.

_____A great deal

_____Moderate

_____Very little

Comments: _____

_____

4. Has created a comfortable learning atmosphere for students

_____Very much so

_____To some extent

_____No

Comments: _____

_____

5. Is making use of resources of the city i.e. companies, libraries, public and private agencies and etc.

_____A great deal

_____Moderate.

_____Very little

Comments: _____

_____

6. Has made provisions for continuous evaluation of each student's growth.

_____A Great deal

_____Moderate

_____ Very little

Comments: _____

_____

_____Very much so

_____Moderate

_____Very little

Comments:_____

_____

8. Cooperate when asked to perform assignments.

_____A great deal

_____Moderate

_____Very little

Comments:_____

_____

9. Is open-mindedi.e. willingness to accept other's ideas.

_____Very much so

_____Moderate

_____No

Comments:_____

_____

10. Has shvon a commitment to the goals and philosophy of the Satellite Academy.

_____A great deal

_____Moderate

_____ Very little

Comments:_____

_____

11. Has been punctual in executing responsibilities.

_____Very Much So

_____To some extent

_____No

Comments: _____

_____

_____

Signature, Coordinator

STUDENT APPLICATION

APPENDIX A - 6

SATELLITE ACADEMIES PROGRAM, ROOM 1023
BOARD OF EDUCATION
110 LIVINGSTON STREET
BROOKLYN, NEW YORK 11201

INTAKE AND ASSESSMENT FORM

DATE _____

S. S. _____

1. Name: Mr. / Mrs. / Miss _____ (Last, First, Middle Initial) Sex: Male _____ Female _____

2. Address: _____ (Number, Street, City) Zip Code _____

Home phone _____

3. Length of Time Living at above Address _____ In N. Y. City _____

4. Date of Birth: _____ Age ____ Draft Status _____

5. Birthplace: _____ (City, State or Country)

5. Height: _____ Weight: _____ Physical Condition: Good _____

Fair _____

Poor _____

7. Hospitalizations: _____ Reasons: _____

8. Chronic Physical Conditions: _____

_____

9. HOUSEHOLD COMPOSITION:

NAME	AGE	RELATIONSHIP	EMPLOYMENT/SCHOOL	SALA
a)				
b)				
c)				
d)				
e)				
f)				
g)				

10. EDUCATION:

a) Last School Attended: _____ Location _____

b) Highest Grade Completed: _____ Year _____ Type of Curriculum

_____

c) Reason for Leaving: _____

d) Diploma Yes _____ No _____ Subjects least liked _____

e) Preferred Subjects: _____

11. TRAINING EXPERIENCE:

A. a) Name of Agency or School _____ Address _____

b) Type of training _____

c) Dates of Attendance: From _____ to _____ Stipend? _____

d) Completed? Yes _____ No _____ Remarks: _____

B. a) Name of Agency or School _____ Address _____

b) Type of training _____

c) Dates of Attendance: From _____ to _____ Stipend? _____

d) Completed? Yes _____ No _____ Remarks: _____

APPENDIX A - 6 - continued

12. EMPLOYMENT:

Name of Firm	Location	From	to	Position	Salary	Reason Left

13. a) In your last job what did you like best? _____

b) What did you like least? _____

c) What have you generally disliked about your employment history?

14: VOCATIONAL: (goals)

a) Expected Salary _____ Career Area _____ Other Expectations _____

b) Which one of these areas is most important to you? _____

c) Why? _____

15. INVOLVEMENT WITH SOCIAL SERVICE AGENCIES: (Past & Present Y.S.A. A.S.A. Social Services, etc.

A. a) Name of Agency: _____ Address _____

b) Period of Service: Fr _____ to _____ Type of Service _____

c) Reason for services and description: _____

B. a) Name of Agency: _____ Address _____

b) Period of Service: From _____ to _____ Type of Service _____

c) Reason for services and description. _____

APPENDIX A - 6 - continued

16. IN CASE OF EMERGENCY, NOTIFY:

a) NAME _____ RELATIONSHIP _____

b) ADDRESS _____ TELEPHONE: BUSINESS _____

HOME _____

PART V: THE AMERICAN SCENE
People and Their Lives

(Name) _____ Senior ___

_____ American Indians
_____ Why the First Europeans Came to America
_____ Why the _____ Came to America
(Italians, Irish, Puerto Ricans, Jews, Africans, etc.)
_____ The History of the _____ in America
(Puerto Ricans, Italians, etc.)
_____ The History of the _____ Community in New York City (Black, Irish, Jewish, etc.)
_____ The History of the _____ Community in _____
(Brooklyn, Staten Island, Harlem, Bedford-Stuyvesant, etc.)
_____ _____
_____ _____
_____ _____

_____ Slavery
_____ The Black Struggle for Equal Rights
_____ The _____ Struggle against Discrimination
(Irish, Italian, Jewish, Puerto Rican, etc.)

_____ What Gives Status in America
_____ What Gives Status in the _____ Community
(Italian, Black, Jewish, etc.)
_____

_____ American Values: Changes over the Past Two Hundred Years
_____ American Values Today
_____ The Values of the _____ Community
(Italian, Black, Jewish, etc.)

_____ Growing Up in America a Hundred Years Ago
_____ What Schools Used to Be Like
_____ Other Kinds of Schools Today
_____ How Colleges Have Changed
_____ _____

_____ The Ideal Man in the _____ Community
(Black, Puerto Rican, Jewish, Italian, etc.)
_____ The Ideal Woman in the _____ Community
_____ Changes in the Role of Women in the United States
_____ _____

_____ The History of Fashion in America
_____ Men's
_____ Women's
_____ Both
_____ What Makes Fashions Change Today

_____ Changes in Family Life in America
_____ Family Life in Different Communities

(Name)

PART I. THE AMERICAN SCENE
People and Their Lives (cont.)

_____ What Houses Were Like a Hundred Years Ago
_____ Plans for Houses of the Future

_____ Early American Cars
_____ Early American Kitchen Gadgets
_____ Important American Inventions
_____ What Business Machines Were Like a Hundred Years Ago
_____ The Earliest Subways and Buses in New York
_____ _____
_____ _____

_____ Recreation 100 Years Ago
_____ Recreation in New York Today
_____ _____

_____ Plans for Cities of the Future

_____ How Pollution Has Changed New York
_____ How Pollution Has Changed Other Parts of the Country

_____ The Early Settlement of New York
_____ The History of Brooklyn
_____ The History of Harlem
_____ Changes in My Neighborhood over the Past 50 Years
_____ _____
_____ _____

_____ The History of the _____ Religion in America
(Catholic, Jewish, Baptist, etc.)
_____ Black Muslims
_____ New Religious Movements: Hare Krishna, witchcraft, "Jesus freaks," etc.
_____ _____

_____ Violence in American History
_____ The Organization of Crime
Gangs and Gangfights: New York 50 Years Ago
_____ How the Drug Traffic Works
_____ _____

_____ Popular Sports in the Past
_____ The Development of _____ in America
(Basketball, Baseball, etc.)
_____ _____
_____ _____

(Name) _____

PART I. THE AMERICAN SCENE: 103
Making and Spending Money

_____ How People Succeeded in Business a Hundred Years Ago
_____ People Who Have Succeeded in Business Today
_____ Finding Out About the Job Market
_____ What Jobs are Like : the Causes
_____ What Jobs Pay : the Causes
_____ Causes of Unemployment
_____ Job Discrimination
_____ How Unions Started
_____ How Unions Have Changed
_____ _____
_____ _____

_____ How the Stock Market Works
_____ How toInvest in Stocks
_____ What Makes the Value of a Dollar Change
_____ The Bank Business
_____ What Causes a Company to Make More or Less Money
_____ (brokerage house, bank, telephone company, etc.)
_____ _____
_____ _____

_____ The Great Depression of the 1930's
_____ The Recession Today
_____ The Wage-Price Freeze
_____ _____

_____ How to Budget
_____ Problems with Stores (unfair prices, credit agreements, bad service, etc.)
_____ Problems with Big Companies (Con Ed, Telephone Company, etc.)
_____ Problems with Manufacturers (low quality or unsafe products)
_____ _____

_____ Changing the Welfare System
_____ _____

_____ What Determines My Tax Bill?
_____ _____

_____ _____

_____ _____

_____ _____

PART I. THE AMERICAN SCENE
Power and Change

_____ Action for Better Housing
_____ _____

_____ Fighting Pollution
_____ _____

_____ Community Power and the Schools
_____ Student Power and the Schools
_____ How the Board of Education Works
_____ _____
_____ _____

_____ Fighting the Dope Traffic
_____ _____

_____ Fighting Crime
_____ _____

_____ Improving Courts
_____ Improving Prisons
_____ _____
_____ _____

_____ Do Demonstrations Work?
_____ _____

_____ Who Has Political Power in _____
(Harlem, Bedford-Stuyvesant, Staten Island, etc.)
_____ Who Has Power in _____
(my company, my department, my church, my old school, this school, the local community corporation, etc.)
_____ _____

_____ What It Takes to Become a _____
(local school board member, president of the borough, congressman, etc.)
_____ What It Takes to Become President of the United States
_____ Changing the Way We Elect Presidents
_____ _____

_____ Women's Lib
_____ Black Panthers
_____ Young Lords
_____ NAACP
_____ _____

_____ Testing "Bad" Laws
_____ Getting Laws Changed
_____ _____

_____ Wars in American History
_____ The Vietnam War
_____ The American Revolution
_____ Revolutionary Groups in America Today

PART II. GENERAL INTERESTS

_____ (Name)

I. The Arts and Sports: Practice

Workshops in ---

_____ Drama (Putting on Plays)

_____ _____

Writing

_____ Stories

_____ Poetry

_____ _____

_____ Photography (taking and developing pictures)

_____ Film (making films)

_____ _____

Art

_____ Drawing

_____ Painting

_____ Sculpture

_____ Trying Different Media (forms of art)

_____ _____

Crafts

_____ Pottery

_____ Macramé (knot-tying)

_____ Tie-dying

_____ _____

Practical Arts

_____ Sewing

_____ Carpentry

_____ Upholstering

_____ _____

Music

_____ Learning to play an instrument —

_____ Choral singing

_____ Voice training

_____ Writing music

_____ _____

Dance

_____ Ballet

_____ Modern

_____ Jaz z

_____ Ethnic

_____ African

_____ Spanish

_____ Greek

_____ _____

_____ _____

Sports

_____ Basketball

_____ Karate

_____ Judo

_____ Boxing

_____ Tennis

_____ Skating

_____ _____

_____ _____

_____ _____

_____ _____

(Name)

PART II. GENERAL INTERESTS

II. The Arts and Sports : Courses

(Seeing and studying examples of the art or sport: going to art shows, concerts, games, etc. Learning about artists, players, musicians, etc., and how they work)

_____ Modern Plays

_____ Black Theatre

_____ Spanish Theatbe

_____ Plays and the Changing Society

(Focus on plays that reflect changes in society.)

_____ _____

_____ Black(Afro-American) Writers

_____ Spanish Literature

_____ Modern Poetry

_____ African Stories and Poems

_____ _____

_____ The New York Scene

(Attending a variety of shows -- pla ys, concerts, ballets, art shows, e tc. Looking into what they are about.)

_____ History of F ilms

_____ Great Films of the Past

_____ Westerns

_____ _____

_____ What is Art?

_____ Art History

How Artists Have S hown

_____ Cities

_____ Families

_____ Animals

_____ Angor

_____ Love

_____ Black (Afro-American) Artists

_____ Art of Africa

_____ _____

_____ History of Jazz

_____ Popular M usic from the American Past

_____ Great Choral Music

_____ Music for the _____

(piano, trumpet, guitar, clarinet, etc.)

_____ History of Modern D ance

_____ Comparison of Ethnic Dances

(e.g. Spanish, Italian, Polish, African, etc.)

_____ _____

_____ History of Basketball

_____ Sports Reporting

_____ Changes in the Game: how it has changed, how it should -- for the game of _____

_____ Ball Games Around the World

_____ _____

_____ _____

_____ _____

(Name)

PAGE 11. GENERAL INTERESTS
III. Other Countries

_____ Africa
_____ China
_____ Puerto Rico
_____ Dominican Republic
_____ Spain
_____ Italy

_____ How People Lived Long Ago in _____ (Africa, China, Puerto Rico, etc.)
_____ Contacts _____ Had With the Rest of the World
_____ Government in _____
_____ How People Make a Living in _____
_____

_____ Race: What is It?
_____ Race Relations in Other Countries
_____
_____ What Gives Status in Other Countries
_____ History of Slavery - Other Times, Other Places

_____ How Children Are Raised in Other Countries
_____ Education in Other Countries
_____
_____ Becoming an Adult - Other Parts of the World
_____ The Ideal Man in Other Parts of the World
_____ The Ideal Woman in Other Parts of the World
_____

_____ Dating in Other Countries
_____ Family Life in Other Countries
_____
_____ Women's Fashions - Other Times, Other Places
_____ Men's Fashions - Other Times, Other Places
_____

_____ Houses in Other Cultures
_____ Furniture in Other Cultures
_____ Food in Other Cultures
_____

_____ World Religions
_____ Zen Buddhism
_____ Moslem Religion
_____ History of Christianity
_____ How Different Religions View Death
_____ How Different Religions View the Ideal Person
_____

_____ Sports in Other Countries
_____ Foreign Ball Games
_____
_____ Crime and Punishment - Other Times, Other Places
_____ How Fights are Settled - Other Times, Other Places
_____

_____ Communism
_____ Socialism
_____ Countries that Have Dictators

_____ World Wars
_____
_____
_____
_____

PART II. GENERAL INTERESTS

IV. Skills

_____ Algebra
_____ Geometry
_____ Working with Computers
_____ _____

_____ Reading Faster
_____ Vocabulary (Learning More Words)
_____ Correct Writing
_____ _____

_____ Shorthand
_____ Speed Typing
_____ _____

_____ Learning a Language -- _____ (which one?)
_____ _____

_____ Mechanical Drawing

_____ Operating a Machine - _____ (which one?)

_____ Fixing a Machine - _____ (which one?)
(e.g. fixing cars, typewriters, TV sets)

_____ Using the Library
_____ Using City Resources
_____ _____

_____ Reading Maps
_____ _____

_____ _____

PART II. GENERAL INTERESTS

V. Other Areas

On this page, write in any courses you might like that have not been listed so far.

For example:

_____ Samples of Many Topics
_____ Sampling Art
_____ Sampling Novels
_____ Sampling Topics in History
_____ Sampling Topics in Science
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

APPENDIX B

TABLE B - 1

CALENDAR OF EVENTS

Time Frame	Events
March 1971	Collaborative Committee formed.
	New York City Labor and Economic Council Luncheon addressed to sound out employer interest.
June	Planned date for selection of SAP Administration.
July 1971	Nomination of New York Plaza as an Academy site.
	Actual selection of SAP Administrator and Deputy Administrator.
August 1971	Selection of Academy Coordinators. Planned date starting staff training.
August - October 1971	Actual selection of staff.
September 1971	School - Employer liaison established.
September 27 - November 5, 1971	Staff Training.
October 4, 1971	New York Plaza Academy site
October 4 - November 5, 1971	Vestibule curriculum development

TABLE B - 1 - continued

November 8, 1971	New York Plaza Academy opens. Planned start of academic and elective curricula. Planned opening of Nassau Academy. Planned opening of Lincoln Hospital. Academy opens at temporary site, South Bronx Manpower Regional Center.
November 8 - November 19, 1971	Vestibule Training I (Groups A + B) for New York Plaza and Nassau Academy students at New York Plaza site. Vestibule Training I (Group A) for Lincoln Hospital students (clerical students only) at temporary site.
November 22 - December 3, 1971	Vestibule Training II (Groups A + B) for New York Plaza and Nassau Academy students.
November 22 - December 17, 1971	Vestibule Training I (Groups A + B, New York Plaza and Nassau Academies) graduates begin employment. Vestibule Training I (Group A only) graduates in Lincoln Hospital Academy begin employment.
December 6 - December 17, 1971	Vestibule Training III (Groups A + B) for New York Plaza and Nassau Academy students at New York Plaza site. Vestibule Training I (Group B) for Lincoln Hospital Academy students at temporary site (clerical students only).
December 17, 1971	Academic curriculum development completed. Elective curriculum development begins.

TABLE B - 1 - continued

December 20, 1971	Academic Classroom activity begins for three academies (Vestibule Training I, II and III graduates in New York Plaza and Nassau Academies. Vestibule Training I graduates in Lincoln Hospital Academies).
December 31, 1971	Alternate Job - school schedule implemented for Vestibule Training I, II and III graduates in New York Plaza and Nassau Academies, and Vestibule Training I graduates in Lincoln Hospital Academy.
January 31, 1972	Actual opening of Nassau Street Academy site.
January 31 - February 4, 1972	Vestibule Training IV begins for New York Plaza and Nassau Academy students at Nassau Street site. Student recruitment completed.
February 11, 1972	Vestibule Training IV ends.
February 14 - February 18, 1972	Student population (Nassau and New York Plaza) formally separated into New York Plaza and Nassau Academies. Chase Manhattan Bank and Manufacturers' Trust students designated as New York Plaza Academy students. Lincoln Hospital Academy temporary site closed. New temporary site acquired, Church of our Lady of Pity in South Bronx. Lincoln Hospital Academy ward clerks begin alternate week training at Lincoln Hospital.

TABLE B - 1 - continued

February 22, 1972	New temporary site for Lincoln Hospital Academy opens.
June 1972	GRADUATION
September 1972	Proposed target date of establishment of a permanent site for Lincoln Hospital Academy.

APPENDIX B

TABLE B - 2

EMPLOYERS, JOBS AND STUDENTS IN THE SATELLITE ACADEMIES PROGRAM.

NAME OF EMPLOYER	Promised number by the employer in:		Actual Number obtained from the employer in:		Numbers Unfilled in :	
	JOBS	STUDENTS	JOBS	STUDENTS	JOBS	STUDENTS
1. New York Telephone Co.	15	30	10	20	5	10
2. Goldman & Sachs	4	8	4	8	0	0
3. Walston & Cmpany	3	6	3	6	0	0
4. Equitable Life Assurance	5	10	4	8	1	2
5. Brown Bros. & Harriman	1	2	1.5	3	0	0
6. Reynolds & COmpany	10	20	10	20	0	0
7. Manufactures Hanover Trust	25	50	21.5	43	3.5	7
8. Western Electric	10	20	8	16	2	4
9. Chase Manhattan Bank	50	100	46.5	93	3.5	7
10. Bloomingdale	5	10	0	0	5	10
11. Union Carbide	1	2	0	0	1	2
12. Lincoln Hospital	50	100	22	44	28	56
TOTAL	179	358	130.5	261	49	98

TABLE B - 3

NAME OF EMPLOYER, TITLE OF JOB AND NUMBER OF STUDENTS IN EACH JOB CATEGORY IN EACH ACADEMY.

I. NEW YORK PLAZA ACADEMY

NAME OF EMPLOYER	TITLE OF JOB	NUMBER OF BOYS	NUMBER OF GIRLS	TOTAL NUMBER OF: JOBS	TOTAL NUMBER OF: STUDENTS
1. Chase Manhattan Bank	Messenger	1	0	.5	1
	General Clerk	18	19	18.5	37
	File Clerk	1	12	6.5	13
	Typist	0	20	10.0	20
	Clerk-typist	0	3	1.5	3
	Clerk	9	9	9.0	18
	General Typist	1	0	.5	1
2. Manufactures Hanover Trust	Jr. Clerk	1	0	.5	1
	Clerk	17	15	16.0	32
	Clerk-typist	1	7	4.0	8
	Tabmachine	2	0	1.0	2
TOTAL- Two Companies actively participating.	9 Titles	51	85	68.0	136

II. LINCOLN HOSPITAL ACADEMY

NAME OF EMPLOYER	TITLE OF JOB	NUMBER OF BOYS	NUMBER OF GIRLS	TOTAL NUMBER OF: JOBS	TOTAL NUMBER OF: STUDENTS
Lincoln Hospital (Clerical Division)	Admitting Office	0	6	3.0	6
	Accounting	0	4	2.0	4
	Medical Records	6	24	15.0	30
	Patient Account	0	4	2.0	4
TOTAL - One Employer	4 Titles	6	38	22.0	44

NAME OF EMPOLYER, TITLE OF JOB AND NUMBER OF STUDENTS IN EACH JOB CATEGORY IN EACH ACADEMY. (continued)

II. NASSAU ACADEMY

NAME OF EMPLOYER	TITLE OF JOB	NUMBER OF BOYS	NUMBER OF GIRLS	TOTAL NUMBER OF: JOBS	STUDENTS
1. New York Telephone Company	Clerk	2	3	2.5	5
	Clerk-typist (light typing)	0	15	7.5	15
2. Reynolds and Company	Box Clerk	2	2	2	4
	Commodity Clerk	4	0	2	4
	Margine Clerk	0	4	2	4
	File Clerk	0	8	4	8
3. Western Electric	Jr. Clerk	1	0	.5	1
	Clerk-typist	0	12	6.0	12
	Clerk	2	1	1.5	3
4. Equitable Life Assurance Company	Typist	0	3	1.5	3
	File Clerk	0	3	1.5	3
	Messenger	1	0	.5	1
	Clerk	1	0	.5	1
5. Goldman & Sachs	Clerk-typist	0	3	1.5	3
	File Clerk	0	1	.5	1
	General Clerk	2	2	2.0	4
6. Walston & Company	Brokerage Clerk	6	0	3.0	6
7. Brown Bros. & Harriman	File Clerk	0	3	1.5	3
TOTAL - Seven Companies actively participating.	11 Titles	21	60	40.5	81

I. STAFF ETHNICITY

POSITION	WHITE	BLACK	PUERTO RICAN
1. Administrators	2	0	0
2. Coordinators	0	1	2
3. Teachers	7	4	1
4. Counselors	1	0	0
5. Educational Assistant	0	0	1
6. Community Service Specialist	1	6	2
TOTAL	11	11	6

II. PUPIL ETHNICITY

NAME OF ACADEMY	WHITE	BLACK	PUERTO RICAN	OTHER*
New York Plaza Academy	28	67	36	5
Nassau Academy	10	48	21	2
Lincoln Hospital Academy	0	28	14	2
TOTAL	38	143	71	9

* Other refers to ethnic groups that do not fall in the category of White, Black or Puerto Rican.

PUPIL GRADE LEVEL IN THE SATELLITE ACADEMIES PROGRAM

NAME OF ACADEMY	GRADE LEVEL		
	TENTH	ELEVENTH	TWELFTH
New York Plaza Academy	0	74	62
Nassau Academy	20	56	5
Lincoln Hospital Academy	6	26	12
TOTAL	26	156	79

TABLE B - 6

ORIGIN OF THE PUPIL PERSONNEL IN THE SATELLITE ACADEMIES PROGRAM.

NAME OF SECONDARY SCHOOL BY BOROUGH	Total Pupil Personnel in the Program		
	TOTAL	BOY	GIRL
MANHATTAN	(59)	(22)	(37)
Benjamin Franklin	2	2	
Central Commercial	14	2	12
Chelsea	1	1	
Charles E. Hughes	3		3
Julia Richman	7	1	6
Mabel Dean Bacon	1		1
Manhattan Voacational	1	1	
H.S. of Music & Art	2		2
Leap School (Private)	1	1	
Seward Park	25	14	11
Washington Irving	2		2
BROOKLYN	(81)	(29)	(52)
Abraham Lincoln	6	2	4
Alexander Hamilton	2	2	
Bay Ridge	1	1	
Boys High	5	5	
Bushwick	3	1	2
Canarsie	3	3	
Eastern District	8	1	7
East New York Vocational	2	2	
Erasmus	2		2
Franklin Lane	1	1	
George Wingate	15	3	12
James Madison	2	2	
John Jay	2		2
Lafayette	2	2	
Midwood	1	1	
Prospect Heights	7		7
Samuel J. Tilden	4	1	3
Sarah J. Hale	2		2
Sheepshead Bay	2	1	1
South Shore	5		5
Thomas Jefferson	6	1	5

ORIGIN OF THE PUPIL PERSONNEL IN THE SATELLITE ACADEMIES PROGRAM.

BRONX	(78)	(10)	(68)
Adlai Stevenson	1		1
Dewitt Clinton	1	1	
Evander Childs	4		4
James Monroe	7	2	5
Morris	47	6	41
Theodore Roosevelt	3	1	2
Walton	6		6
William Taft	9		9
QUEENS	(37)	(11)	(26)
Andrew Jackson	2	1	1
Aviation	9	9	
Benjamin Cardozo	4		4
Forest Hills	2		2
Grover Cleveland	5	1	4
Jamaica	1		1
Richmond hills	2		2
Springfield Gardens	10		10
William C. Bryant	2		2
STATEN ISLAND	(4)	(1)	(3)
Port Richmond	3		3
Totenville	1	1	
OTHER AREAS	(1)	(1)	
Berkshire Farms (Private)	1	1	
UNCLASSIFIED	1 (1)		1 (1)
TOTAL	261	74	187
53 Secondary Schools (51 Represent the New York City High School system)			

APPENDIX C

Center for Urban Education
105 Madison Avenue
New York, New York 10016

Satellite Academies Program

Evaluation Plan

Career Education Division

11 January, 1972

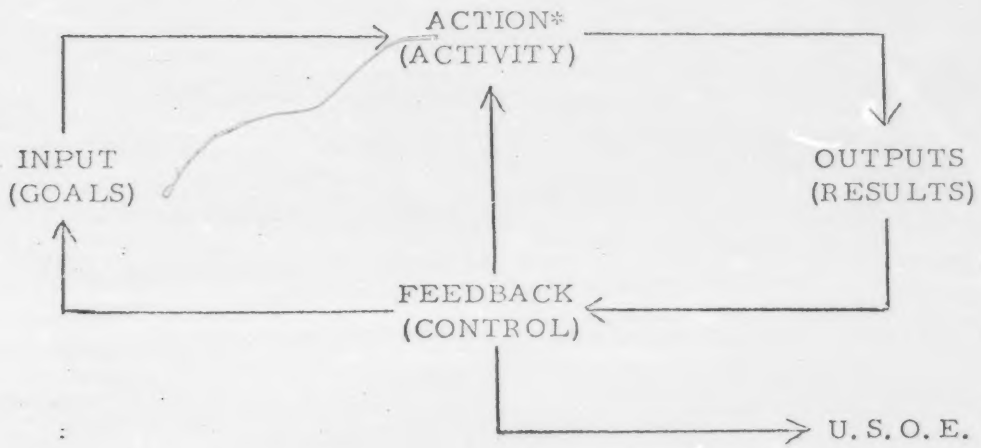
Satellite Academies Program Evaluation Plan

The contents of this document describe the revised C.U.E. plan for carrying out evaluation of the Satellite Academies Program as stipulated in Amendment of Solicitation/Modification of Contract # 11, Project # 6-2868, June 15, 1971, and in subsequent correspondence of July 30, 1971. The ten (10) "areas of interest" agreed upon were as follows: (1) Instructional and guidance staff selection and training; (2) Program entrance and exit criteria; (3) Legal issues; (4) Guidance and pupil services; (5) Curriculum development; (6) Cost analysis; (7) Program planning and development; (8) Selection of Satellite Academy sites; (9) Establishment and maintenance of school-industry liaison; (10) The initiation and development of plans for future expansion.

The contents of this document include: (1) Evaluation Model; (2) Stages of Evaluation; (3) Evaluation Process Diagram; (4) Schedule of Tasks; (5) Categories of Investigation; (6) Major Evaluation Questions; (7) Statement of Expenditures to date.

SATELLITE ACADEMIES PROGRAM

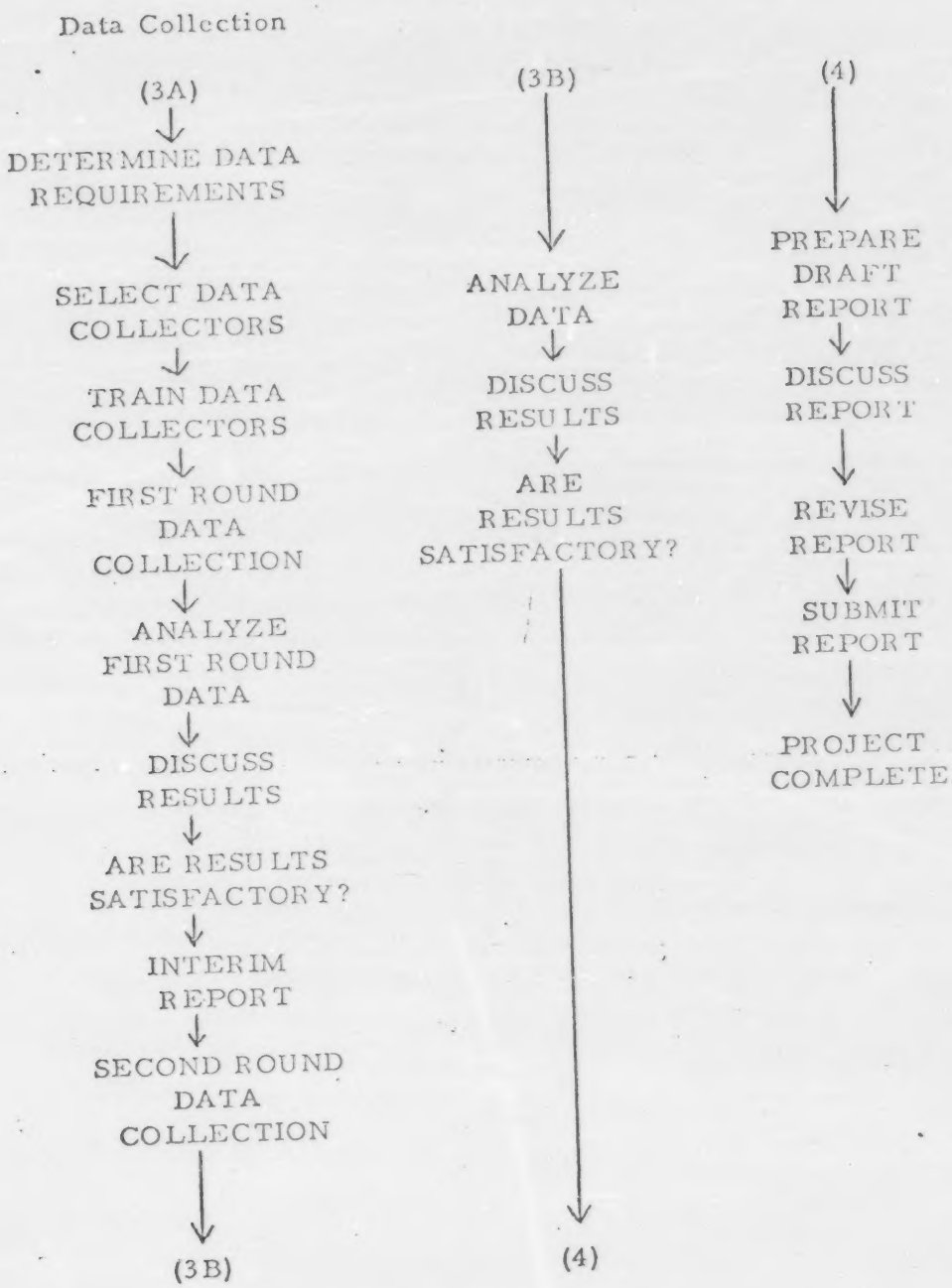
EVALUATION MODEL



*S.A.P. Evaluation is Process (Activity) Focused

S. A. P. EVALUATION PROCESS

S. A. P. Evaluation Process (concluded)



SATELLITE ACADEMIES PROGRAM EVALUATION STAGES

STAGE I	% of Project Completion	Cumulative %
Conceptualization and Planning	30	
1. Study the S.A.P.	3	3
2. Study the contract requirements	3	6
3. Design the project completion criteria	4	10
4. Review the related literature	1	11
5. Identify the evaluation model	2	13
6. Identify the categories of investigation	2	15
7. Identify the sub-categories of investigation	2	17
8. Formulate the questions	5	22
9. Identify the tasks	4	26
10. Determine the schedule	2	28
11. Assign the personnel	2	30
STAGE II		
Instrument development	20	
1. Determine Measurement requirements	1	31
2. Design alternative instruments	4	35
3. Analyze the alternative instruments	3	38
4. Apply the cost criteria to each alternative	3	41
5. Determine the benefit of each alternative	3	44
6. Select the instruments	2	46
7. Pilot the instruments	4	50

Evaluation Stages (concluded)

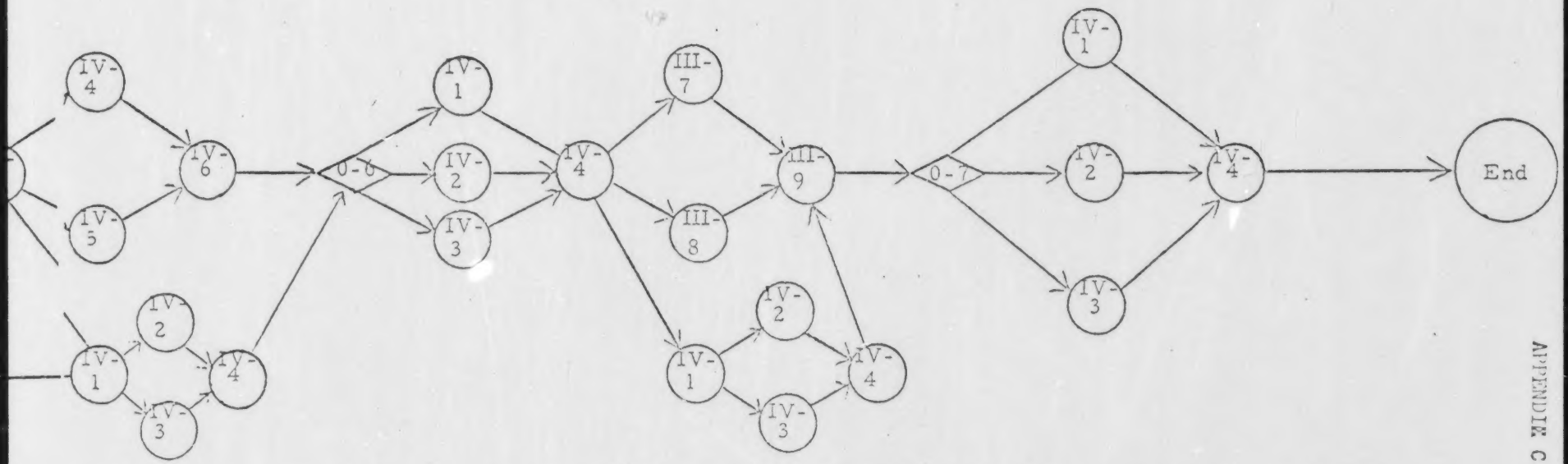
STAGE III	% of Project Completion	Cumulative %
Data collection	40	
1. Determine data requirements	1	51
2. Select data collectors	3	54
3. Train the data collectors	4	68
4. First data collection round	10	72
5. Analyze data	4	74
6. Discuss the results in-house	2	84
7. Second data collection	10	88
8. Analyze data	4	90
9. Discuss the results	2	
STAGE IV		
Reporting	10	
1. Prepare the report draft	4	94
2. Collegial review	2	96
3. Report revision	2	98
4. Submit the report	2	100

ERRATA SHEET

Evaluation Stages, page 3

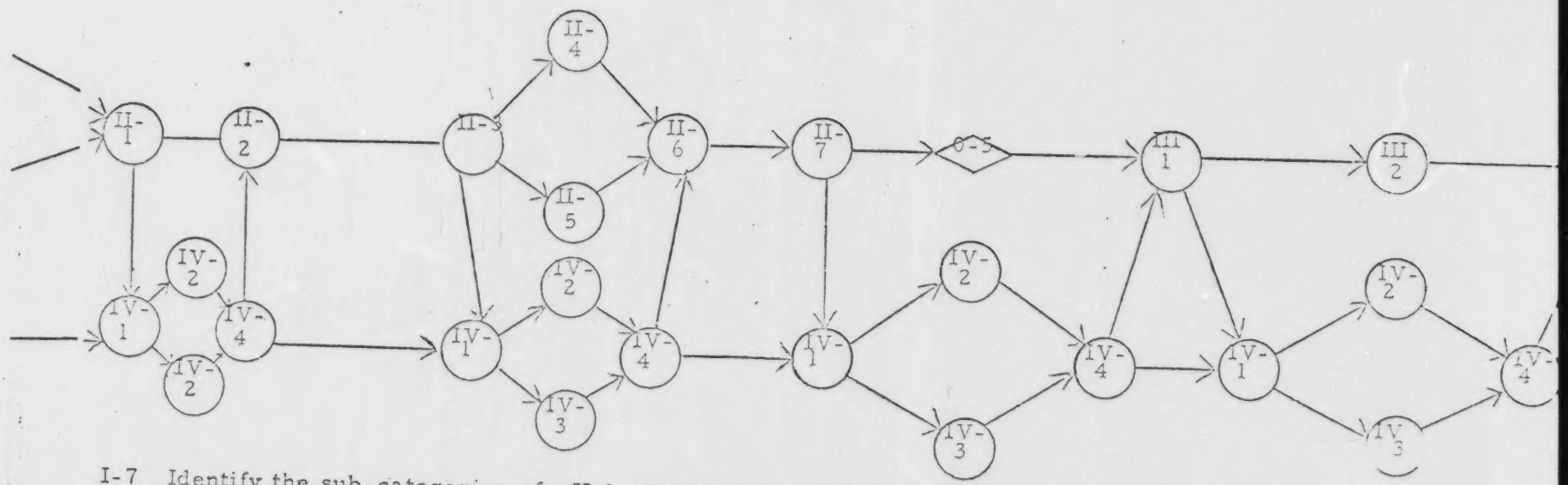
Stage III Cumulative % figures should read as follows:

STAGE III	% of Project Completion	Cumulative %
Data collection	40	
1. Determine data requirements	1	51
2. Select data collectors	3	54
3. Train the data collectors	4	58
4. First data collection round	10	68
5. Analyze data	4	72
6. Discuss the results in-house	2	74
7. Second data collection	10	84
8. Analyze data	4	88
9. Discuss the results	2	90



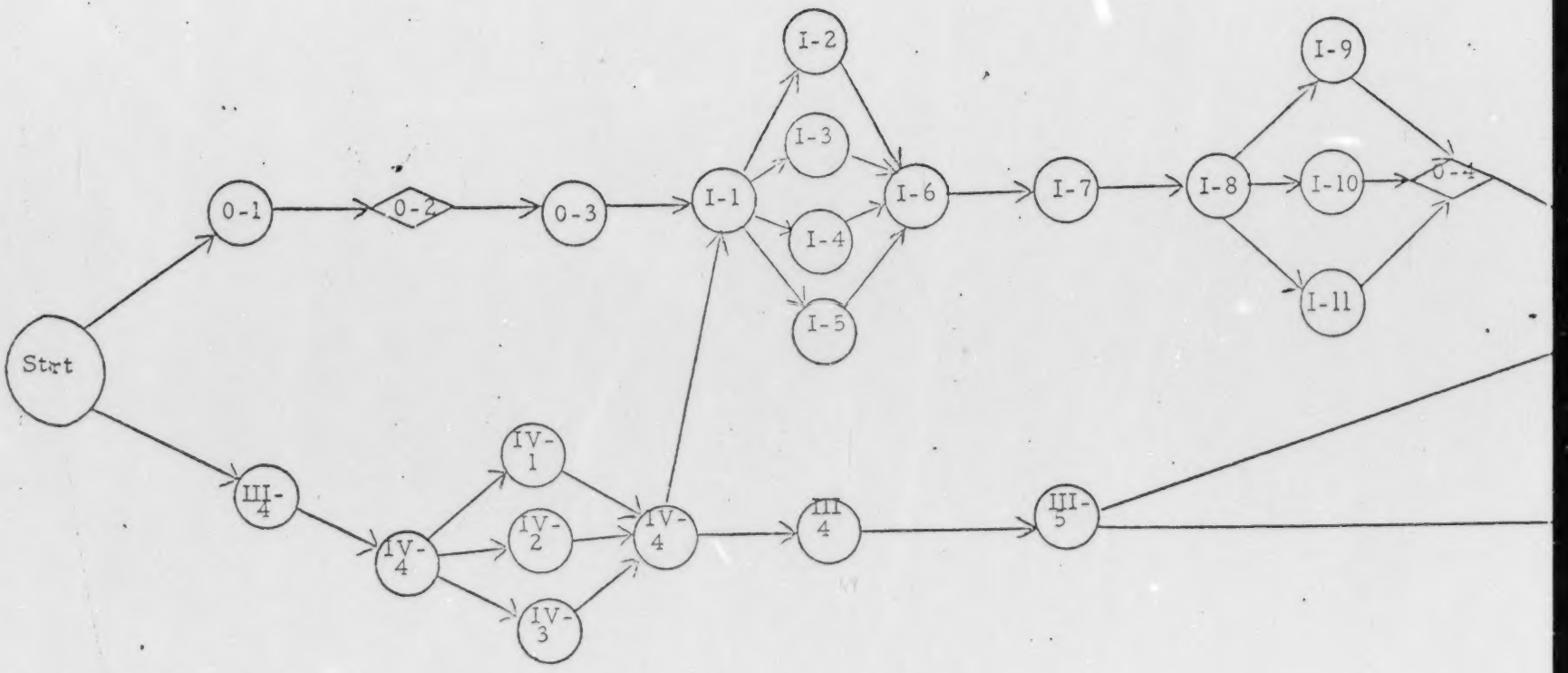
III-1 Determine data requirements
III-2 Select data collectors
III-3 Train data collectors
III-4 1st data collection round
III-5 Analyze data
III-6 Discuss the results in hours
III-7 2nd data collection
III-8 Analyze data
III-9 Discuss the results
IV-1 Prepare the report draft
IV-2 Review the report
IV-3 Report revision
IV-4 Submit the report

SUMMARY NETWORK FOR S.A.P. EVALUATION PLAN



I-7 Identify the sub-categories of investigation
I-8 Formulate the questions
I-9 Identify the tasks
I-10 Determine the schedule
I-11 Assign the personnel

II-1 Determine measurement requirement
II-2 Design alternative instrument
II-3 Analyze the alternative instruments
II-4 Apply the cost criteria to each alternative
II-5 Determine the benefit of each alternative
II-6 Select the instruments
II-7 Pilot the instruments



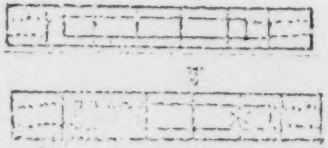
TASK IDENTIFICATION

0-1 Evaluate progress
0-2 Decision to reorganize
0-3 Career Ed. Div. organized
0-4 Is plan optimal?
0-5 Are instruments optimal?
0-6 Are results optimal?

I-1 Study the S. A. P.
I-2 Study the contract requirements
I-3 Design the project completion criteria evaluation
I-4 Review the related literature
I-5 Identify the model
I-6 Identify categories of investigation

Prepared by Ctr. for Urban Education Reporting Date 11 January, 1972 Division Career Education Division

Project Name: Satellite Academies Program



ANTICIPATED TIMING - box in, with heavy rule, expected overall time of project.

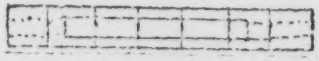
Shaded in area indicates work completed to date.
X-Forecasted anticipated project work to be completed by next reporting date.
A Month of Report.

CODE	TASK TITLE	1971 J	F	M	A	M	J	J	A	S	O	N	D	1972 J	F	M	A	M	J	J	A	S	O	N	D
I-1	Study the S. A. P.																								
I-2	Study the contract requirements																								
I-3	Design the project completion criteria																								
I-4	Review the related literature																								
I-5	Identify the evaluation model																								
I-6	Identify categories of investigation																								
I-7	Identify the sub-categories of investigation																								
I-8	Formulate the questions																								
I-9	Identify the tasks																								
I-10	Determine the schedule																								
I-11	Assign the personnel																								
II-1	Determine measurement requirements																								
II-2	Design alternative instruments																								
II-3	Analyze the alternative instruments																								
II-4	Apply the cost criteria to each alternative																								

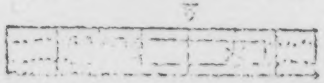
PM 1972

Prepared by Ctr. for Urban Education Reporting Date 11 January, 1972 Division Career Education Division

Project Name: Satellite Academies Program Evaluation



ANTICIPATED TIMING - box in, with heavy rule, expected overall time of project.



Shaded in area indicates work completed to date.
X-Forecasted anticipated project work to be completed by next reporting date.
V Month of Report.

CODE	TASK TITLE	1971 J	F	M	A	M	J	J	A	S	O	N	D	1972 J	F	M	A	M	J	J	A	S	O	N	D
II-6	Selec. .e instruments																								
II-7	Pilot the instruments																								
III-1	Determine data requirements																								
III-2	Select data collectors																								
III-3	Train the data collectors																								
III-4	1st data collection round																								
III-5	Analyze data																								
III-6	Discuss the results in-house																								
III-7	2nd data collection																								
III-8	Analyze data																								
III-9	Discuss the results																								
IV-1	Prepare the report draft																								
IV-2	Review the report																								
IV-3	Report Revision																								
IV-4	Submit the report																								

CATEGORIES OF INVESTIGATION

1. Program Management
   a. Program Planning and Development
   b. Establishment and Maintenance of School-Employer Liaison
   c. Planning
   d. Cost Analysis
   e. Site Selection
   f. Legal Issues

2. Instructional Personnel
   a. Instructional Staff Recruitment, Selection, Training and Evaluation
   b. Legal Issues

3. Pupil Personnel Services
   a. Guidance and Counselling
   b. Personal Welfare
   c. Payment
   d. Legal Issues

4. Pupil Personnel
   a. Program Entrance and Exit Criteria
   b. Population Characteristics
   c. Attendance and Achievement (Work)
   d. Attitudes (Pupil and Parent)
   e. Pupil Behavior
   f. Legal Issues

5. Curriculum
   a. Scope, Sequence and Instructional Strategies
   b. Organization
   c. Relationship with Actual Job Performance Standards
   d. Performance Objectives and Evaluation
   e. Legal Issues

PROGRAM MANAGEMENT

1. What are the S. A. P. goals?
2. Why were these goals chosen?
3. What are S. A. P. objectives?
4. Why were these objectives chosen?
5. What were the progress indicators chosen for S. A. P. ?
6. Why were these indicators chosen?
7. What was the time frame of S. A. P. objectives?
8. How was this time frame chosen?
9. What minimum levels of progress toward objectives were established?
10. Why were these levels chosen?
11. What program tasks were identified to achieve S. A. P. objectives?
12. What alternative tasks were identified?
13. What was the planned completion schedule for S. A. P. ?
14. What has been the actual schedule of objective completion?
15. What were the management personnel requirements?
16. What were the criteria for management personnel selection?
17. How were management personnel selection?
18. What procedures were planned for evaluation of management personnel?
19. What is the plan to expand S. A. P. program in the future?

Program Managment (continued)

20. How were the S. A. P. school-employer relations established?

21. How have school-employer relations been maintained?

22. What were the criteria for selecting employers for S. A. P. ?

23. What legal requirements for employer selection were identified?

24. What are the S. A. P. requirements for school-employer liaison?

25. What legal constraints of school-employer liaison were identified?

26. What are the current problems in school-employer liaison?

27. What are the foreseen constraints in the future of school-employer relations?

28. How might problems in school-employer relations be avoided?

29. What were the criteria for selecting S. A. P. sites?

30. How many alternative sites were considered?

31. What legal or contractual constraints for site selection were identified?

32. What are the characteristics of the current S. A. sites?

33. What current requirements for site selection were identified?

34. What were the costs per-participant (pupil) for S. A. P. ?

35. How were these costs determined?

36. How do these costs per participant (or costs per pupil) compare with other training programs or vocation educational programs?

37. What are the estimated pre-adoption costs for installation of another

38. What are the estimated facility costs for installation of another site in future expansion?

Program Management (concluded)

39. How are these facility costs estimated?

40. What are the estimated materials costs for installation of another site in future expansion?

41. How are these materials costs estimated?

42. What are the estimated training costs for installation of another site in future expansion?

43. How are these training costs estimated?

44. What are the estimated staffing costs for installation of another site in future expansion?

45. How are these staffing costs estimated?

46. What are the estimated costs for equipment replacement in future expansion?

47. How are these equipment replacement costs estimated?

48. What are the estimated costs for facilities replacement in future expansion?

49. How are the costs for facilities replacement estimated?

50. What are the estimated costs of maintenance of equipment in future expansion?

51. How are these equipment maintenance costs estimated?

52. What are the estimated costs of maintenance of facilities in future expansion?

53. How are these facilities maintenance costs estimated?

54. What are the estimated staffing costs to operate these sites in future expansion?

55. How are these staff costs estimated?

INSTRUCTIONAL PERSON

1. What number of instructional staff wa[s] y for the implementation of S. A. P., i. e., a[c]ining, etc. ?
2. What were the conceptualized charact[e]ruc-tional staff?
3. What were the actual characteristics o[f] f?
4. What were the conceptualized charact[e] y instruction personnel?
5. What were the actual characteristics o[f] y instructional personnel?
6. What was the rationale for the differen[t] selection standards?
7. What was the talent pool from which in[s]el were to be drawn?
8. What methods of instructional staff re[c]loyed?
9. What was the number of applicants res[p]ent efforts?
10. Which recruitment method yielded the [m]res-pondents?
11. Which souce yielded the largest numbe[r] ndents?
12. What was the mechanism for staff sele[c]
13. How did actual instructional staff sele[c]lan?
14. How might selection problems be avoi[d]
15. What was the rationale for the decisio[n]nal staff?
16. What was the nature of instructional s[t]

Instructional Personnel (concluded)

17. What organizational structures were planned to accomplish instructional staff training?

18. How did instructional staff training deviate from plan?

19. How might training problems be avoided?

20. What is the record of retention of instructional personnel?

21. What procedures were planned for evaluation of instructional staff performance?

22. What has been the performance record of instructional personnel?

23. What legal constraints were identified as bearing on the employment of instructional personnel?

24. What procedures were planned in consideration of these constraints?

25. What legal constraints subsequently arose?

26. What steps were taken in consideration of these additional constraints?

PUPIL PERSONNEL SERVICES

1. What guidance/counselling services were planned?
2. Why were the planned guidance/counselling services selected?
3. What guidance/counselling services have actually been provided?
4. How have guidance/counselling services been evaluated?
5. What has been the results of the evaluation of guidance/counselling services?
6. What were anticipated personnel requirements for guidance/counselling?
7. How were guidance/counselling personnel recruited?
8. How were guidance/counselling personnel selected?
9. How were guidance/counselling personnel trained?
10. How were guidance/counselling personnel evaluated?
11. What problems have been encountered in the guidance/counselling program?
12. How might guidance/counselling problems be avoided?
13. What pupil personal welfare services were planned?
14. Why were these pupil personal welfare services selected?
15. What actual pupil personal welfare services have been provided?
16. What were the anticipated staff requirements for pupil personal welfare services?
17. What were the actual staff requirements for pupil personal welfare services?
18. What procedures for evaluation of personal welfare services were planned?

Pupil Personnel Services (concluded)

19. What has been the evaluation of personal welfare services?

20. What provisions for payment to pupils was planned?

21. What is the rationale for payment to pupils?

22. What problems have been encountered in providing payments to pupils?

23. How might problems due to pupil payment be avoided?

24. What legal issues have been encountered in providing payment to pupils?

25. How have these legal issues been resolved?

PUPIL PERSONNEL

1. What were the characteristics of the projected pupil population of the S. A. P. program?

2. What was the rationale for the selection of those characteristics?

3. Did the characteristics of the actual pupil population to those of the projected pupil population?

4. If significant variation between projected and actual pupil population developed, what were the factors which influenced deviation?

5. What considerations influenced the determination of pupil population size?

6. Did the actual pupil population size conform to the projected population size?

7. If significant variation developed between projected and actual population size, what factors influenced deviation?

8. What was the projected population phase-in schedule and the rationale for its determination?

9. If the projected phase-in schedule varied significantly from the actual events, what factors influenced deviation?

10. How did the attendance pattern of the S. A. P. pupil population compare with attendance norms for similar populations in traditional school settings?

11. What factors can be associated with comparitive attendance pattern results?

12. What was the pupil retention record of the S. A. P. program?

13. How does the S. A. P. pupil retention record compare with that of similar populations in traditional settings?

14. What factors can be associated with comparative retention rate results?

Pupil Personnel (concluded)

15. What formal and/or informal systems were employed to measure job skill acquisition levels?

16. What were the rationales for decisions to utilize selected systems of job skill acquisition measures?

17. What was the achievement record of S. A. P. pupils in job skill acquisition?

18. What was the nature and the contexts of pupil behavior problems observed in the course of S. A. P. operations?

19. Which pupil behavior problems could be clearly associated with the special circumstances of S. A. P. operations?

20. What mechanisms, techniques and strategies were successfully and unsuccessfully employed in response to pupil behavior problems?

21. What were pupil attitudes towards various aspects of the S. A. P.?

22. What were parent attitudes towards various aspects of the S. A. P.?

23. What was the nature of legal problems encountered prior to and during S. A. P. operations in regard to pupil personnel?

24. How were pupil personnel legal problems managed and solved prior to and during S. A. P. operations?

25. Which pupil personnel legal problems were particularly difficult to manage and solve?

26. What solutions were developed for legal problems of special difficulty?

27. How did pupil personnel legal problems effect program planning and operation?

CURRICULUM

1. What is the scope and sequence and instructional strategies of the "Vestibule"curriculum for each Academy?

2. What was the rationale for developing "Vestibule" curricula?

3. What is the scope and sequence and instructional strategies of the "Academic" curriculum for each Academy?

4. What is the scope and sequence and instructional strategies of the "Electives" curriculum for each Academy?

5. Are the subjects in the "Academic" and "Elective" curricula work-related?

6. What types of professional personnel were involved in curricula construction and to what extent?

7. Why were these types selected?

8. What types of non-professional personnel were involved in curricula construction and to what extent?

9. Why were these types selected?

10. Are programmed materials employed in curricula application?

11. Which instructional materials were developed by S.A.P. personnel?

12. What are the student options in the "Academic" curricula?

13. Do combined curricula meet high school diploma requirements at state and local levels?

14. What was the rationale for the selection of only two occupational areas?

15. What was the rationale for the selection of the clerical and health areas of study?

APPENDIX D

Specimen Instrument

SATELLITE ACADEMIES PROGRAM
Staff Questionnaire

1. Name _____

2. Position in S. A. P. _____

3. Program _____

4. Where did you work previously?

_____

_____

5. How did you learn about S. A. P.?

_____

_____

6. Once you learned about the program, how did you get involved in it?

_____

_____

7. Why did you decide to get involved in S. A. P.?

_____

_____

_____

_____

8. Was there any special training given to you to prepare you to work in S. A. P.?

(a) What was its nature?

(b) How effective do you feel your training was?

9. What measures do you use to assess student progress?

S. A. P. Staff Questionnaire page five

10. What kinds of student behavior problems have you observed?

11. When are they most likely to occur?

SATELLITE ACADEMIES PROGRAM
Student Questionnaire

1. Student's name _____

   Age _____ Sex _____

2. Program _____

3. Where did you attend school previously?

   _____

4. How did you learn about S. A. P.?

   _____

5. Once you learned about the program, how did you get involved in it?

   _____

6. Why did you get involved in S. A. P.?

   _____

   _____

   _____

7. What do you like best about the S. A. P. program?

   _____

   _____

   _____

   _____

   _____

   _____

S. A. P. Student Questionnaire, page two

8. What do you like least about S. A. P.?

_____

_____

_____

_____

_____

9. How does S. A. P. compare to previous school experiences you have had?

_____

_____

_____

_____

_____

10. What is your opinion concerning the value of the following:

(a) Work experience:

_____

_____

_____

(b) Vestibule training:

_____

_____

_____

_____

S. A. P. Student Questionnaire, page three (concluded)

(c) Basic skills program:

_____

_____

_____

(d) Elective program:

_____

_____

_____

_____

(e) Counseling:

_____

_____

_____

11. What do you hope to do once you complete the S. A. P. program?

_____

_____

_____

12. How do your parents feel about your participation in S.A.P.?

_____

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13. Have you had any trouble with your salary (stipend?)

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